

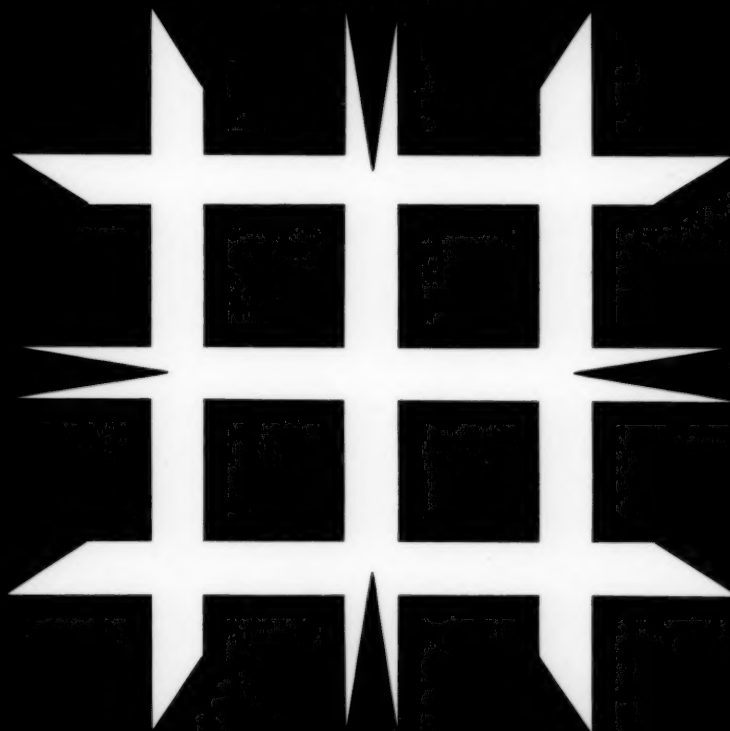
APRIL 1990

VOLUME 25/NUMBER 4

RIE

RESOURCES IN EDUCATION

ED 312 373 — 313 498



EDUCATIONAL RESOURCES

ERIC

INFORMATION CENTER

Office of Educational Research and Improvement

U.S. DEPARTMENT OF EDUCATION

SPECIAL ANNOUNCEMENT

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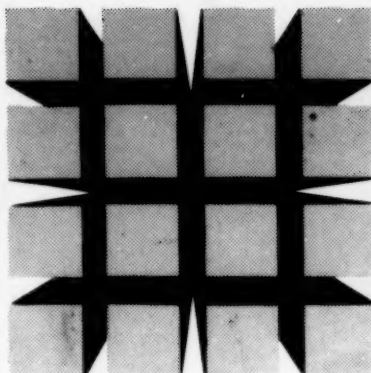
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RIE

RESOURCES IN EDUCATION

ED 312 373 — 313 498

April 1990

Volume 25/Number 4

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EDUCATIONAL RESOURCES



INFORMATION CENTER

Resources in Education (RIE) is processed for printing by ARC Professional Services Group, under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of *RIE* do not necessarily reflect official OERI policy.

Subscriptions to *RIE* (12 issues/year), individual issues, and semi-annual indexes (January-June and July-December) are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
EJ	— Accession Number Prefix (ERIC Journal Article)
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
OERI	— Office of Educational Research and Improvement
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor];
v. ; 28 cm.

Monthly.

Began with: Vol. 10, no. 1 (Jan. 1975).

Title from cover.

Description based on: Vol. 14, no. 1 (Jan. 1979).

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980-198 by the Dept. of Education, National Institute of Education; U.S. Dept. of Education, Office of Educational Research and Improvement.

(Continued on next card)

75-644211

AACR 2 MARC-S

76t8805r83jrev2

Resources in education ... (Card 2)

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education

1. Education—Research—Bibliography—Periodicals. 2. Education—Bibliography—Periodicals. I. United States. Office of Educational Research and Improvement. II. National Institute of Education (U.S.) III. Educational Resources Information Center (U.S.)

1DNLN: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432j

Z5813.R4

016.370'78

75-644211

1LB1028j

AACR 2 MARC-S

Library of Congress

76t8805r83jrev2

Introduction

RESOURCES IN EDUCATION (RIE) — A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 2440 Research Boulevard, Rockville, MD 20850. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order *Resources in Education*."



HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304.

Citations (By Clearinghouse)

- ED 312 411** CE 053 485
Imel, Susan
Entrepreneurship Education. Trends and Issues Alert.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 3p.
EDRS Price - MF01/PC01 Plus Postage.
- ED 312 454** CE 053 548
Imel, Susan
Employers' Expectations of Vocational Education. ERIC Digest No. 90.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 4p.
EDRS Price - MF01/PC01 Plus Postage.
- ED 312 455** CE 053 549
Kerka, Sandra
Cooperative Education: Characteristics and Effectiveness. ERIC Digest No. 91.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 4p.
EDRS Price - MF01/PC01 Plus Postage.

- ED 312 456** CE 053 550
Kerka, Sandra
Women, Work, and Literacy. ERIC Digest No. 92.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 4p.
EDRS Price - MF01/PC01 Plus Postage.
- ED 312 457** CE 053 551
Lowry, Cheryl Meredith
Supporting and Facilitating Self-Directed Learning. ERIC Digest No. 93.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 4p.
EDRS Price - MF01/PC01 Plus Postage.
- ED 312 611** CS 009 821
Alvarez, Marino C. Risko, Victoria J.
Schema Activation, Construction, and Application. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN; 4p.
EDRS Price - MF01/PC01 Plus Postage.
- Alternate Availability**—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, 2805 E. 10th St., Suite 150, Bloomington, IN 47405 (no cost for a single copy; \$2.00 postage and handling for up to 10 no-cost items).

- ED 312 746** EA 021 391
School-Based Management. The Best of ERIC on Educational Management, Number 97.
ERIC Clearinghouse on Educational Management, Eugene, Ore.; 5p.
EDRS Price - MF01/PC01 Plus Postage.
- Alternate Availability**—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$2.50 prepaid postage and handling).
- ED 312 747** EA 021 392
Preparation of Principals. Best of ERIC on Educational Management, Number 98.
ERIC Clearinghouse on Educational Management, Eugene, Ore.; 5p.
EDRS Price - MF01/PC01 Plus Postage.
- Alternate Availability**—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$2.50 prepaid postage and handling).
- ED 312 854** EC 221 312
Ekstrand, Richard E. And Others
Preparation for Special Education Hearings: A Practical Guide to Lessening the Trauma of Due Process Hearings.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 48p.

RIE Highlights

EDRS Price - MF01/PC02 Plus Postage.

Alternate Availability—The Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091-1589 (\$10.00, nonmembers; \$8.00, members; Stock No. 327).

ED 313 108 PS 018 307

Hitz, Randy. Driscoll, Amy

Praise in the Classroom.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 3p.

EDRS Price - MF01/PC01 Plus Postage.

ED 313 168 PS 018 457

Katz, Lilian G. And Others

Family Living: Suggestions for Effective Parenting.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 121p.

EDRS Price - MF01/PC05 Plus Postage.

Alternate Availability—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 205, \$11.75).

ED 313 192 RC 017 328

Mestre, Jose

Hispanic and Anglo Students' Misconceptions in Mathematics. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.; 3p.

EDRS Price - MF01/PC01 Plus Postage.

Alternate Availability—Appalachia Educational Laboratory, P.O. Box 1548, Charleston, WV 25325 (free).

ED 313 270 SO 019 746

Patrick, John J.

Schools and Civic Values. ERIC Trends/Issues Paper No. 2.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Social Studies Development Center, Bloomington, Ind.; 21p.

EDRS Price - MF01/PC01 Plus Postage.

Alternate Availability—Publications Manager, Social Studies Development Center, Indiana University, 2805 East Tenth St., Bloomington, IN 47408 (\$3.50).

DOCUMENT SECTION

SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321

Smith, John D. Johnson, Jane

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance, *Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA — ERIC Processing and Reference Facility	1	JC — Junior Colleges	109
CE — Adult, Career, and Vocational Education	1	PS — Elementary and Early Childhood Education	116
CG — Counseling and Personnel Services	24	RC — Rural Education and Small Schools	128
CS — Reading and Communication Skills	40	SE — Science, Mathematics, and Environmental Education	135
EA — Educational Management	58	SO — Social Studies/Social Science Education	142
EC — Handicapped and Gifted Children	67	SP — Teacher Education	151
FL — Languages and Linguistics	80	TM — Tests, Measurement, and Evaluation	159
HE — Higher Education	85	UD — Urban Education	172
IR — Information Resources	98		

AA

ED 312 373 AA 001 195
Resources in Education (RIE). Volume 25, Number 4.

ARC Professional Services Group, Rockville, MD.
Information Systems Div.; Educational Resources
Information Center (ED), Washington, DC;
ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—Apr 90

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402. On annual subscription, \$66.00 (Domestic), \$82.50 (Foreign).

Pub Type—Reference Materials - Bibliographies
(131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education,
*Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

CE

ED 312 374 CE 053 188
Training for Curriculum Development.

Further Education Unit, London (England).

Report No.—ISBN-1-85338-148-9

Pub Date—Jun 89

RIE APR 1990

Note—5p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Case Studies, *Curriculum Development, Educational Practices, *Educational Strategies, Foreign Countries, *Inservice Teacher Education, Models, *Outcomes of Education, Postsecondary Education, Teaching Methods

Identifiers—England (East Midlands)

Eight case studies were conducted and analyzed by the East Midlands (England) Regional Curriculum Base in order to assist trainers in examining their approach to curriculum, to consider how it might be changed in light of the Further Education Unit curriculum model, and to identify good practice. Some of the issues identified were the following: (1) marginality—many of the trainees were involved only part time and were not very concerned initially with curriculum development; (2) strategies to increase understanding of the curriculum development process included deciding on working terminology, using a practical approach, building on existing skills, and improving essential skills; (3) the management of the training process was the key to the application of the concept of curriculum development in the training courses; and (4) a variety of approaches, such as microteaching, case studies, discussion, and work-based assignments, were used to ensure that the newly developed skills of curriculum management were translated into practice. Evaluation of the effectiveness of the training through teaching practice observation, analysis of written reports, questionnaires and interviews, discussions with tutors and employers, and consideration of practical evidence showed that the curriculum development skills were being put to use by the trainees. (KC)

ED 312 375 CE 053 225

Well Elderly Integrated Training Project. Final Report.

Summit-Portage Area Health Education Network, Akron, OH.

Pub Date—10 Feb 88

Note—396p; For a related document, see ED 310 286.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Adult Education, *College Programs, Course Content, *Curriculum Development, *Health Promotion, Life Style, *Older Adults, *Outcomes of Education, Program Effectiveness, Trainers, *Well Being

The Well Elderly Integrated Training Project was conceptualized as a service-oriented endeavor with an evaluation component. The project required that a university medical school resource faculty develop an integrated training program and materials on

health education (wellness) for trainers who were respected, healthy elderly high in the senior citizen social structure, possibly retired health practitioners. Each trainer was to be assisted by at least one co-trainer (college student). The project required the development of training materials, the training of the trainers and co-trainers, and the implementation of the project. Implementation involved assessing 170 respondents with this information, resource faculty developed integrated care plans that elderly participants followed by working with trainers and co-trainers. A group of 88 participants and 82 persons in a control group were evaluated using the Personal Lifestyle Survey, which investigated daily living, psychosocial, developmental, and nutritional activities. The experimental group was found to be significantly higher on all the factors than the control group after 6 weeks, and the experimental had also lost more weight. One of the most important results of the project was the finding that the experimental group significantly increased on the measure of locus of control. The project concluded that there is strong reason to continue to explore wellness training for the elderly. (Following the project report, substantial appendices provide project proposal details, database documentation, an 84-page training manual with information on training of trainers and co-trainers, the Personal Lifestyle Survey form, and descriptive statistics.) (KC)

ED 312 376 CE 053 420

Midwest Nuclear Training Association Annual Nuclear Instructors' Workshop (4th, Columbus, Ohio, October 16-18, 1989).

Midwest Nuclear Training Association; Ohio State Univ., Columbus. Center on Education and Training for Employment.

Pub Date—Oct 89

Note—167p; Workshop conducted in cooperation with Ohio State University's Nuclear Engineering Program and the National Academy for Nuclear Training.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Accreditation (Institutions), Computer Oriented Programs, Educational Improvement, Employee Attitudes, Energy Occupations, *Inservice Teacher Education, *Job Training, *Mechanics (Process), Nuclear Physics, Nuclear Power Plants, *Nuclear Power Plant Technicians, *Nuclear Technology, Postsecondary Education, *Program Development, Program Evaluation, *Program Improvement, Teacher Certification, Teaching Methods, Utilities, Work Attitudes

This document reports the proceedings of a national workshop designed to provide nuclear train-

ers from the electric power industry with an opportunity to expand and improve their knowledge and skills in the development and implementation of effective training programs. The following papers are included: "Developing Positive Worker Behaviors: Techniques and Strategies that Work" (Robert E. Norton); "Root Cause Analysis Training: An Introduction" (Kenneth D. Crouch); "Using Computer Technology to Enhance Instruction" (Ronald C. Comer); "Using Evaluation Feedback for Instructional Improvement" (Michael Price); "Improving the Quality of Instruction: The First Step toward Excellence" (Thomas L. Fueston); "Certifying Simulator Instructors" (John Magennis and Jo Paichinsky); "Developing Training Program Steward Skills with Modularized Materials—Units 1-3" (San Onofre Nuclear Generation Site, Southern California Edison Company); and "Accreditation Renewal: An Overview" (Ronald L. Fritchley). An outline of the workshop sessions and a list of program participants is included in the report. (KC)

ED 312 377 CE 053 424
Strengthening the Performance of Community Health Workers in Primary Health Care. Report of a WHO Study Group. Technical Report Series 780.

World Health Organization, Geneva (Switzerland).
Report No.—ISBN-92-4-120780-9
Pub Date—89
Note—53p.

Available from—WHO Publications Center USA,
49 Sheridan Avenue, Albany, NY 12210 (\$4.80).
Pub Type—Reports—Research (143)
EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Community Health Services, Developing Nations, Foreign Countries, Health Personnel, *National Programs, *Primary Health Care, Program Improvement, *Training
This document describes a study that investigated the reasons for the frequent failure of national health systems based on primary health care to make effective use of community health workers. The report assesses different national experiences in order to pinpoint weaknesses, trace key mistakes, and define corrective actions. The report opens with a brief historical overview of problems that have arisen in the use of community health workers and reasons for these problems. Noting that governments frequently fail to decide what community health workers are expected to achieve, the second section proposes an explicit definition of the place, role, and functions of community health workers within the context of a national health system. The report then identifies and explores eight weaknesses, ranging from policy and organizational errors that have built failure into the system to problems of poor selection, insufficient training, inadequate motivation, and lack of reward. Strategies to overcome each problem are proposed. Specific recommendations drawn from national experiences are also included. The final sections condense the contents into a series of conclusions and recommendations intended to guide the reshaping of national programs. Eight references and a 59-item reading list conclude the document. (KC)

ED 312 378 CE 053 425
Flagman, Bert. And Others. Career Related Interpersonal Skills for Special Education Students. A High School Curriculum.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Spons Agency—New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Pub Date—87
Note—207p.
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Behavioral Objectives, Course Content, Course Organization, *Employment Potential, *Exceptional Persons, High Schools, *Interpersonal Communication, *Interpersonal Competence, *Job Skills, Learning Activities, Lesson Plans, Social Behavior, Social Development, *Special Education, Teaching Methods, Units of Study

This curriculum guide is designed to aid teachers and counselors in helping special education students improve some of the interpersonal skills that are important in all aspects of living, but especially on the job. The guidebook focuses on 10 interpersonal skills, one in each chapter, progressing from the simpler to the more complex: nonverbal behavior, listening, expressing ideas, expressing feelings, han-

dling questions, conducting conversations, receiving and giving feedback, participating in groups, resolving conflicts, and being assertive. Each chapter follows this sequence: skill area, goals and objectives, sample lesson plans, an interview with a former student, discussion and exercise guide based on the interview, activities for practicing the skill, and homework for students. The guide includes introductory material explaining how to use it and 34 references. (KC)

ED 312 379 CE 053 427
Vocational Education Equipment Standards. Revised.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—Jan 89
Note—236p.

Pub Type—Guides—Non-Classroom (055)
EDRS Price—MF01/PC10 Plus Postage.

Descriptors—Appropriate Technology, *Educational Equipment, Educational Resources, *Equipment Evaluation, *Equipment Standards, *Equipment Utilization, *Facility Inventory, Purchasing, *Vocational Education

This document lists equipment and equipment-like supplies used in classrooms in nine vocational education programs in North Carolina. It was prepared to help local educational agencies assess the adequacy of their vocational education equipment; identify and plan for equipment purchases to meet the minimum requirements; and determine the feasibility of offering a new vocational course sequence. An introduction explains the handbook's purpose and its organization. It is followed by a short list of equipment and supplies common to all vocational programs. The bulk of the handbook consists of tables that list the equipment and supplies used in agricultural education, business and office education, career exploration, health occupations education, home economics education, industrial arts/technology education, marketing education, principles of technology, and trade and industrial education. In addition to each kind of equipment and supply, the tables suggest their quantity (per lab or per student). The appendix contains an excerpt from the North Carolina legislation that requires the development of equipment standards. (CML)

ED 312 380 CE 053 432
Clark, Ralph J., Ed. Rooth, S. John, Ed.

Case Studies in Australian Adult Education.
New South Wales Board of Adult Education, Sydney (Australia); University of New England, Armidale (Australia).

Report No.—ISBN-0-85834-768-7
Pub Date—88
Note—182p.

Pub Type—Collected Works—General (020)—
Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Education, *Case Studies, Citizenship Education, Community Programs, *Continuing Education, Distance Education, Educational Mobility, Foreign Countries, Home Study, *Literacy Education, Management Development, *Marriage, Migrant Education, Nontraditional Education, Older Adults, Pediatrics, Postsecondary Education, Self Help Programs, Unions, Veterinarians, Womens Education

Identifiers—Aboriginal People, *Australia
This publication contains the following 24 case studies of adult education in Australia: "NSW Department of Agriculture Home Study Programme" (O'Neill); "Self-Help Adult Education: The University of the Third Age at the Brisbane CAE" (Swinell); "Marriage Enrichment Programme" (D. Kerr, C. Kerr); "Caringbush Library: A Place to Be" (Letcher); "Centre for Continuing Education: Community Education Programmes of Non-Vocational, Non-Award Courses" (Fiegle); "Discussion Programme at the Victorian Council of Adult Education" (Dow); "The Aboriginal Community Management Training Programme" (McNamara); "Women's Access Programme" (La Nauze); "Workplace Basic Education Project" (Newcombe et al.); "Women's Health: The Middle Years" (Degeling); "The NSW Board of Adult Education Literacy Programmes" (Wickert); "Post-graduate Refresher Course for Veterinarians in 'Orthopaedics-Dogs and Cats'" (Bryden); "The 'Welcare' Programme of the Centre for Continuing Education, Monash University" (McDonnell); "A Country Paediatric Programme" (Duyverman); "Prepara-

tory Studies at the Darling Downs Institute of Advanced Education" (Crock, Cottman); "Refresher Education for Company Directors" (Brady); "Increasing Citizen Participation in Local Government" (Holderness-Roddam); "Social Developers Network" (Icton); "The Trade Union Postal Courses Scheme" (Bluff); "A Non-credit Distance Education Programme" (Wolszenholme); "School for Seniors" (Benham, Vickers); "The Adult Migrant Education Program in the Northern Territory" (McGrath); "Learning for the Less Mobile" (Elsworth); and "Community Living Project (C.L.P.)" (Bleechmore). (NLL)

ED 312 381 CE 053 445
Long, Huey B.

Selected Principles in Developing Self-Direction in Adult Learning.

Spons Agency—Oklahoma Univ., Norman. Oklahoma Research Center for Continuing Professional and Higher Education.

Pub Date—Oct 89
Note—11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 1989).

Pub Type—Information Analyses (070)—
Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, *Educational Philosophy, Educational Practices, *Independent Study, Postsecondary Education, *Self Actualization, *Teaching Methods

Gibbons et al. (1980) reported 14 principles in "teaching for self-education." Four of these principles illustrate some of the challenges involved in applying the principles to classroom learning: (1) in self-education, the locus of control is in the self-educator, whereas, in formal education, the locus of control is in institutions, their representatives, or their prescription; (2) self-education is usually a concentrated effort in one field rather than a general study of many; (3) self-education is usually applied education—learning for immediate application to a task, and from the practical experience in executing it; and (4) self-educators are self-motivated, that is, they are committed to achievement in the field of their choice, even when faced with difficulties. Teaching for each of these principles and the other 10 involves separating out a strategy for applying each of them and then creating tactics for classroom use. (The principles and application strategies were examined in a workshop following the presentation of this paper. Includes 22 references.) (KC)

ED 312 382 CE 053 446
Long, Huey B.

Theoretical Foundations for Self-Directed Learning.

Spons Agency—Oklahoma Univ., Norman. Oklahoma Research Center for Continuing Professional and Higher Education.

Pub Date—Oct 89
Note—6p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 1989).

Pub Type—Speeches/Meeting Papers (150)—
Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Education, Curiosity, *Educational Theories, Incentive, *Independent Study, Lifelong Learning, *Motivation, Personal Autonomy, Self Reward, Theory Practice Relationship

Although a copious body of research literature concerning the practice of adult self-directed learning exists, the theoretical dimension remains undernourished and poorly developed. If a theory for self-directed learning is to be developed, educators have to decide what is the critical element among the three words in the term self-directed learning or decide that the critical element is not one of the words but the synergistic consequence of combining the three words. Then theory-builders can address such questions as the following: (1) Is self-directed learning related to personality? How? Why? (2) Is self-directed learning developmental? Why? (3) Is self-directed learning behavior-variable? Why; and (4) Can self-direction in learning be enhanced or hindered? How? Why? Because the significance of such questions is embedded in theory, each can be traced backward into other theories of adults and children and horizontally to related theories of instruction and curriculum. By using such theories to analyze the answers to the questions asked earlier, information about self-directed learning can be con-

verted to knowledge. Intrinsic motivation theory appears to provide some useful propositions for students of self-directed learning, and the idea of intrinsic motivation has even been used as a synonym for inquiry and self-directed learning. (The document includes a 12-item bibliography.) (CML)

ED 312 383 CE 053 447

Kimeldorf, Martin

Educated Work Force. A Concept Paper.

Pub Date—90

Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Corporate Education, Entry Workers, Incentives, Individual Needs, Instructional Materials, Labor Force Development, *Mentors, *On the Job Training, *Peer Teaching, Productivity, Secondary Education, Teaching Methods, *Training Methods, Training Objectives, *Videotape Cassettes, *Vocational Education

A model for developing a training partnership across a three-step or three-phase sequence is outlined. The goal is to improve vocational school preparation of students and the job site training of new employees. In the first phase, the use of videotapes as a training medium is explored. A teacher and an employer analyze typical training problems that might be solved by the creation of a training videotape and written support materials. These materials are designed for specific job sites (hence the name "Job Site-Specific Training Tapes"). In the second phase, the teacher begins a second type of collaboration devoted to training experienced employees in the art of teaching new employees. This phase involves conducting "train-the-trainers" seminars in which experienced workers learn how to become peer teachers on the job site. The teacher's role is to demonstrate effective teaching techniques and help employees develop training lesson-plans. In the third phase, a program for mentoring new employees completes the cycle of the program. New employees would participate in a planned mentoring program. Mentors would be chosen from those employees demonstrating talents as peer teachers. The teacher could also refer students for training. The benefits of this approach include reduced training time for employees; improved productivity; enriching existing employee incentives; making learning more engaging for special needs students; and exposure to new equipment and speaker services. (NLL)

ED 312 384 CE 053 451

Undergraduate Vocational Teacher Education.

Project 1. Final Report.

Georgia State Univ., Atlanta. Dept. of Vocational and Career Development.

Pub Date—25 Oct 88

Note—85p.; Inside title page reads "A Plan for Change. A Vision of Excellence for Initial Teacher Education."

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Competency Based Education, *Educational Improvement, Educational Planning, Evaluation, Special Education, Student Teaching, *Teacher Education, *Teacher Education Curriculum, *Teacher Education Programs, Teaching Methods, Technology, Vocational Education, *Vocational Education Teachers

Identifiers—*Georgia

This document describes a project to reform the undergraduate teacher education courses within the Department of Vocational and Career Development at Georgia State University. An introduction states the problem and the goals of the project. Chapter 2 describes the project's methodology. Chapter 3 reports a compilation of all of the data obtained from questionnaires (100 of 850 distributed) that were completed by current students, other secondary teachers, other postsecondary teachers, vocational supervisors, local system directors, instructional coordinators, and recent graduates. In addition, the chapter contains a list of competencies that will form the basis of the common core of undergraduate vocational teacher education courses in the business education, health occupations, marketing education, and trade and industrial education program areas. The competencies appear in the following categories: (1) communications; (2) evaluation; (3) foundations; (4) guidance; (5) student vocational organizations; (6) student teaching; (7) co-op experiences; (8) learning theory; (9) management; (10) planning; (11) special needs; (12) technology; (13) methodology; and (14) professionalism. A list of

courses in which the common core of competencies will be taught is included. The document concludes with a list of recommendations implemented, a source list for the competencies, a 37-item bibliography, and a copy of the questionnaire used in the project. (CML)

ED 312 385 CE 053 452

Gunter, William H., Jr. Collum, John M., Jr.

Facilities Assessment Update Study, 1988.

Georgia State Univ., Atlanta. Dept. of Vocational and Career Development.

Spons Agency—Georgia State Dept. of Technical and Adult Education, Atlanta.

Pub Date—88

Note—57p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Asbestos, *Educational Facilities Improvement, *Facility Inventory, Fire Protection, Hazardous Materials, Postsecondary Education, *School Buildings, School Expansion, *School Maintenance, School Safety, *Technical Institutes, *Vocational Schools

Identifiers—*Georgia
This document addresses the physical state of the more than 170 buildings at 28 technical schools administered by the Georgia Department of Technical and Adult Education, concluding that although some progress has been made in reversing the deteriorating condition of the state's school facilities, funding at the current level is not keeping up with cost increases and inflation. An introduction gives an overview of the department's mission, previous studies of the physical plant, and this study's purpose and objectives. (The purpose was to identify or update the requests for repairs and renovations from a 1987 study and to identify new construction needs.) A section on methodology explains the instrumentation, database, data collection procedures, on-site inspections, data compilation, cost estimation, and report design and generation used in the study. The document reports the findings in a two-page narrative and 14 tables, each of which focuses on one category of repair or renovation. Included is information on safety and health hazards such as asbestos, faulty alarm systems, and the storage of flammable items; roof; mechanical systems; mobile units and other substandard facilities; general appearance; and cost estimates. The tables typically report a description as well as the estimated cost of a repair or construction request for a particular campus building. Following a conclusion, an appendix contains a copy of the survey instrument used in the study. (CML)

ED 312 386 CE 053 454

Collum, John M., Jr. Gunter, William H., Jr.

A Model for Technical Equipment Assessment.

Executive Summary.

Georgia State Univ., Atlanta. Dept. of Vocational and Career Development.

Spons Agency—Georgia State Dept. of Technical and Adult Education, Atlanta.

Pub Date—Aug 89

Note—31p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Education, *Equipment, *Equipment Evaluation, *Equipment Standards, *Equipment Utilization, *Facility Inventory, Inspection, Obsolescence, Postsecondary Education, Purchasing, Technical Institutes, Trade and Industrial Education, Vocational Education

Identifiers—*Georgia

Having developed a model for assessing the state of occupational equipment, a study of two programs in six state technical institutes in Georgia found that their occupational equipment is fast becoming obsolete and concluded that \$107,476 per state program would be needed to bring all programs up to recommended standards and a budget of \$43,274 annually per program would be needed to offset obsolescence. In addition, it was recommended that a statewide inventory system, such as the one called INVENTORY FIRST-ASSESS ALL developed during the study, be used for periodic assessment of the equipment in all state technical institutes and for development of an exact profile of each institute's equipment, a discrepancy analysis, and specific recommendations for surplus and purchasing, based on state standards and state technical committee equipment recommendations. This model would cost \$5,000 per program if 20 program areas were assessed per year, or \$530 per program if all 660 state programs were assessed. (The document con-

sists of lists of members of the technical equipment assessment steering committee, the automotive technology equipment advisory group, and the information and office technology equipment advisory group; an introduction that explains the study and the model it produced; the findings of the assessment concerning the automotive technology and the information and office technology programs in six institutes; a summary; and an appendix that details the study's methodology.) (CML)

ED 312 387 CE 053 456

Apprenticeship 2000. The Public Speaks. Report of Public Comments.

Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.

Pub Date—Aug 88

Note—25p.; For related documents, see CE 053 457-458.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Apprenticeships, *Educational Policy, Education Work Relationship, Experiential Learning, *Field Experience Programs, Industrial Training, *Labor Force Development, Nonschool Educational Programs, *Public Opinion, Skilled Workers, Work Experience Programs

This document contains the analysis of public responses to an issue paper published in the Federal Register (December 2, 1987) regarding the U.S. Department of Labor's Apprenticeship 2000 initiative, the purpose of which is to determine the future role of apprenticeship in meeting needs for a skilled work force. The document contains the following sections: (1) an introduction that lists the specific issues on which the public was invited to speak (Should/can the apprenticeship concept be broadened to all industries? What should be the limitations or parameters, in terms of occupations, of an expanded apprenticeship effort? What should be the delivery system for such a system? What should be the role of government in the system? How can apprenticeship be more effectively linked to the education system?) and detailed information on the 310 respondents; (2) an analysis of opinions regarding each issue; (3) three policy objectives (to expand the apprenticeship model to new occupations and industries; to build an apprenticeship system that encourages consistent standards, high quality flexible, portable, competency-based, and variable length apprenticeship programs; and to ensure that there is an effective delivery system and that the programs are coordinated with education and training systems) that have been formulated as a result of the analysis of public responses; and (4) an appendix that lists key words that appeared in the responses. (CML)

ED 312 388 CE 053 457

Apprenticeship 2000. Summary Report of Focus Papers.

Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.

Pub Date—Aug 89

Note—33p.; For related documents, see CE 053 456-458.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Apprenticeships, *Educational Policy, Experiential Learning, *Field Experience Programs, *Government Role, Industrial Training, *Labor Force Development, Nonschool Educational Programs, Skilled Workers, *Standards, Work Experience Programs

This document contains the analysis of public responses to two focus papers published in the Federal Register (October 14, 1988 and January 25, 1989) regarding the U.S. Department of Labor's Apprenticeship 2000 initiative, the purpose of which is to determine the future role of apprenticeship in meeting needs for a skilled work force. The document's introduction states the key questions regarding the future of apprenticeship in the United States posed in the focus papers. It also describes the respondents who commented on the focus papers. Part 1 of the document reports the responses to the two key questions posed in the first focus paper. (One question sought opinion about whether the apprenticeship concept should be expanded and about three alternative approaches for recognizing skill achievement for the completion of an apprenticeship program. The other question addressed quality measurement and asked for appropriate process and outcome measures to ensure high quality training in

future apprenticeship programs.) Among the issues discussed in part 1 are program structure and quality standards. Part 2 reports the responses to the second focus paper, which sought ways to expand the apprenticeship model significantly. Among the issues discussed in part 2 are support activities that might overcome barriers to training, the degree to which strengthened or additional linkages are needed to improve or expand apprenticeship programs, and ways the federal/state apprenticeship systems might be strengthened. (CML)

ED 312 389 CE 053 458
Apprenticeship 2000. Short Term Research Projects. Executive Summaries.

Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.

Pub Date—Aug 89

Note—57p; For related documents, see CE 053 456-457.

Pub Type—Collected Works—General (020)—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Access to Education, *Apprenticeships, Career Counseling, *Educational Philosophy, Education Work Relationship, Employed Women, Employment Opportunities, Equal Education, Experiential Learning, *Field Experience Programs, Industrial Training, *Labor Force Development, Nonschool Educational Programs, Nontraditional Occupations, Sex Discrimination, Skilled Workers, Work Experience Programs

This document contains executive summaries that report on short-term projects undertaken as part of the U.S. Department of Labor's Apprenticeship 2000 initiative, the purpose of which is to determine the future role of apprenticeship in meeting needs for a skilled work force. The 13 studies are on the following subjects: (1) issues relating to expansion of apprenticeship to new industries and occupations; (2) review issues and barriers relating to women in apprenticeship; (3) financial and nonfinancial incentives for apprenticeship programs; (4) vocational education, counseling, and information process; (5) issues relating to equal employment opportunity apprenticeship regulations; (6) state role and responsibilities; (7) ratios; and (8) teaching and learning on the job. (CML)

ED 312 390 CE 053 460

Developing Education and Training Provision for the Adult Unemployed. A Checklist. REPLAN. Further Education Unit, London (England).

Report No.—ISBN-1-85338-149-7

Pub Date—89

Note—45p; Document contains colored print. Revision of ED 302 727.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Programs, Adult Students, Check Lists, Education Work Relationship, Foreign Countries, Guidelines, *Job Training, Postsecondary Education, *Program Development, *Program Implementation, *Unemployment

Identifiers—*Great Britain
This checklist, revised by the Further Education Unit from an earlier effort, was developed through a review of 10 case studies in the East Midlands and Wales. It offers a series of pointers for all those involved in the education and training of unemployed adults, providing a framework for program design and delivery. The checklist includes an explanatory introduction with a grid mapping participants' roles against functions. This enables staff and/or learners to select sections of the checklist for their use. The second section includes questions on values and principles, design, promotion, and evaluation. A third section includes questions on implementation, evaluation, and review. A list of contacts completes the guide. (KC)

ED 312 391 CE 053 461

Strategic, Sherman M.
Lifelong Learning: A Phenomenology of Meaning and Value Transformation in Postmodern Adult Education.

Pub Date—4 Oct 89

Note—10p; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 4, 1989).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Adult Learning, *Definitions, *Educational Philosophy, *Lifelong Learning, *Phenomenology, Postsecondary Education, Self Actualization, *Self Concept, Values Identifiers—Hermeneutics, Postmodernism

A brief phenomenology of meaning and values must be addressed by any theory of adult learning and by any theory of lifelong learning. These phenomena are characterized essentially by process, change, and alteration. However, these processes, changes, and alterations are not linear, modular, or determinable and predictable. These phenomena are transformations in meaningfulness and valuation that are central and pivotal to those vital perspectives sometimes called "second chance" opportunities for adult learners. These opportunities are frequently viewed as crises; however, the phenomena of transformations of meaningfulness and valuation must be interpreted in a vastly different way when they are examined through a postmodern perspective. Postmodernism articulates noncausal reasoning and argument, distinguishes between originations and beginnings, and claims that although it might be possible to trace out originations, it is not possible to establish firm, absolute, and causal-foundational beginnings. There are many postmodern strains in adult education, including: (1) the problem of defining adult education; (2) the problem of whether adult education is a discipline; (3) the problem of explanation versus understanding; (4) the definition of "person"; and (5) the problem of foundationalism. The presentation of adult education as postmodern adult education is a thought experiment, a research project in the mode of abductive reasoning. Can this method of presentation help educators to see adult education with new meaning, as transformative and empowering? (KC)

ED 312 392 CE 053 462

Strategic, Sherman M.
The Realization of "Person": A Phenomenology of the "Economics" of Development.

Pub Date—2 Nov 88

Note—8p; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 2, 1988).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Learning, *Economic Development, *Economics, *Educational Philosophy, *Educational Theories, Ethics, History, Moral Values, *Phenomenology, Postsecondary Education, *Self Actualization

Two very different ethical theories are involved in adult education: (1) the ethics of self-realization; and (2) the ethics of utilitarianism. The first theory presupposes that every person ought to realize and actualize the qualitatively fullest life possible for that person, whatever that person's circumstances in life. The second theory presupposes that all human relationships ought to be articulated in accordance with the principle of utility, or the greatest happiness for the greatest number with the minimization of pain. It might be possible to begin to reconcile these two conflicting ethical theories, such that each person might achieve the fullest self-realization and communities of persons their fullest economic development. To reach such a reconciliation, it is necessary to take into account what "economics" meant in Greek and Latin terms, and how a narrow, money-specific understanding of the concepts of economics completely fails to grasp the wide and deep cultural, intellectual, and emotional sense of "economics." Understanding of these historical meanings of "economy" can be applied to the economy of development, along with the realization of person. The ethical theories of self-realization and utilitarianism must be reconciled as a necessary presupposition for coherent and consistent theory, practice, and research in adult education. (KC)

ED 312 393 CE 053 463

Evaluation Study of the Senior Community Service Employment Program Funded under Title V of the Older Americans Act.

Centaur Associates, Inc., Washington, DC; Westat, Inc., Rockville, MD.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—25 Jul 86

Contract—99-5-3333-77-021-01

Note—194p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—*Community Services, *Employment Programs, Federal Legislation, Federal Programs, *Job Placement, *Job Training, *Middle Aged Adults, *Older Adults, Outcomes of Education, Participant Characteristics, Participant Satisfaction, Program Effectiveness, Program Improvement

Identifiers—*Senior Community Service Employment Program

The Senior Community Service Employment Program (SCSEP) is a part-time program targeted toward the needs of economically disadvantaged persons aged 55 and older. An evaluation was made of the program, using quarterly reports, program records, and telephone surveys. The evaluation assessed the relationship between participant outcomes and factors such as enrollee characteristics; the ability of the program to reach disadvantaged workers and minorities; the type and duration of program participation and costs; the satisfaction of enrollees with their jobs and of agencies with the program; the effect of rural-urban differences and state-national sponsorship; the potential of the program to transfer enrollees to unsubsidized jobs; and coordination between SCSEP and other programs. Some of the major findings of the study were as follows: (1) SCSEP participants were more disadvantaged than the eligible population; (2) most participants were in clerical or service jobs during the program; (3) the median length of stay was 11 months, with 40 percent staying in the programs 18 months or longer; (4) little formal training was provided or sought by the participants; (5) about one-fourth of the participants were placed after 1 year; (6) upward occupational mobility did not occur for participants who were placed; (7) most placements were in subsidized jobs; (8) older enrollees were harder to place; (9) programs operated by national sponsors tended to have higher placement rates; and (10) the major benefit of the program to participants was in-program employment. (Appendices list national sponsors and provide results of statistical analyses.) (KC)

ED 312 394 CE 053 464

Working Capital: JTPA Investments for the 90's. A Report of the Job Training Partnership Act (JTPA) Advisory Committee.

Department of Labor, Washington, D.C.

Pub Date—Mar 89

Note—40p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adolescents, Adults, Basic Skills, *Disadvantaged, Employment Patterns, *Employment Programs, Federal Legislation, *Federal Programs, *Futures (of Society), *Job Training, Labor Force Development, *Program Improvement, Skill Development, Young Adults

Identifiers—*Job Training Partnership Act 1982

A 38-member Job Training Partnership Act (JTPA) advisory committee was commissioned by the U.S. Department of Labor to review the country's employment and training policy, especially as focused in the JTPA, and to make recommendations for improvement. The committee found that two interdependent problems face the United States: a widening gap between the skills of the work force and the changing requirements of the economy and an opportunity to offer gainful employment to all citizens, especially those who formerly were marginally employed or on welfare. It also found that JTPA has strengths that should be retained, such as the public-private partnership, the pivotal role of the states in JTPA management, and a local system accountable to the public. However, it also found areas in which the JTPA could be strengthened and proposed 28 recommendations to that end. Of these, seven major proposals were advanced, concerning (1) targeting programs more directly on disadvantaged persons with serious skills deficiencies; (2) individualizing services; (3) consolidating youth services and increasing funding; (4) redesigning outcome measures to reflect the goal of long-term economic self-sufficiency for participants; (5) relaxing program constraints to increase the responsiveness of the system, especially to clients with serious employment barriers; (6) improving staff training; and (7) creating public-private partnerships between JTPA and other resource programs. (KC)

ED 312 395 CE 053 465

Older Worker Task Force: Key Policy Issues for

RIE APR 1990

the Future. Report of the Secretary of Labor.

Department of Labor, Washington, D.C.

Pub Date—Jan 89

Note—34p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Early Retirement, Employer Employee Relationship, Employment Patterns, Employment Practices, *Employment Projections, *Futures (of Society), Labor Force, Labor Market, *Labor Needs, *Middle Aged Adults, *Older Adults, Policy Formation, *Public Policy, Quality of Working Life, Retirement, Work Attitudes

A Labor Department task force examined issues relating to the United States' maturing labor force and outlines policy alternatives to address those issues. Major findings were summarized in three categories: (1) in tomorrow's work force, the median age of workers will be higher; older people will be healthier, live longer, and be available for work longer; but older workers may opt for earlier retirement instead of continued employment; (2) tomorrow's workplace will want and need older workers; will need to reconsider traditional methods of recruiting, training, and managing older workers; and may be expected to restructure benefit packages to address the needs and expectations of the work force, reduce job turnover, and offer incentives to mature workers to retire later; and (3) key public policies must enable older workers to remain in or return to the work force without institutional barriers limiting their choices; must ensure that employers are not prevented from effectively responding to the opportunities and challenges for recruitment and retention of workers in light of demographic trends; and should encourage workers and employers to pursue the most effective means for enhancing and upgrading the skills and capacity of the work force to ensure the best use of human resources. (KC)

ED 312 396 CE 053 466**Texas Transition Model: School to Work Transition Curriculum.**

Texas Univ., Austin. Extension Instruction and Materials Center.

Pub Date—88

Note—179p.

Available from—Extension Instruction and Materials Center, University of Texas at Austin, P.O. Box 7218, Austin, TX 78713-7218 (Stock No. SN1121: \$13.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Awareness, *Career Exploration, Continuing Education, *Daily Living Skills, *Education Work Relationship, Elementary Secondary Education, *Employment Potential, Instructional Materials, *Job Skills, Learning Activities, Postsecondary Education, *Special Needs Students, Units of Study

This manual provides a model for a transition plan for special needs learners in grades K-12. The model is divided into four stages of transition: (1) the awareness stage, K-6, in which students are introduced to occupations and develop a knowledge base; (2) the exploration stage, 7-10, in which students identify a career goal, investigate occupations, and develop preemployment skills; (3) the preparation stage, 10-12, in which students learn occupational and employability skills; and (4) the implementation stage, continuing education/employment. Each stage of the model includes the following: introduction, objectives, units of instruction, strategies, and resources. Two appendices and attached materials comprise the greater part of the document: (1) a matrix lists school-to-work transition skills and relates them to the appropriate stage in which they are taught; and (2) descriptions of 52 sample curriculum materials include the author, title, publisher, presentation medium, and appropriate stage, unit(s) of instruction, and teaching strategies. Attached materials provide modules on checking, map skills, decision making, bill reading and paying, and apartment rental. Each unit provides some or all of the following: pretest with answers, teacher information, student information and activity sheets, and posttest with answers. (NLL)

ED 312 397 CE 053 467

Richards, Beverly, Ed.

Health Occupations Education National Research Conference 3rd, University Park, Pennsylvania,

RIE APR 1990

October 5-6, 1989. Proceedings.

Pennsylvania State Univ., University Park.

Pub Date—Oct 89

Note—219p.; Co-sponsored by Auburn University, Florida International University, Indiana University, and Pennsylvania State University in cooperation with the U.S. Department of Education, and the American Vocational Association.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Allied Health Occupations Education, Articulation (Education), Computer Software, Educational Change, *Health Occupations, Health Personnel, Health Services, High Schools, Human Services, Leadership Training, Staff Development, Student Organizations, Teacher Certification, Teacher Qualifications, Two Year Colleges, *Vocational Education

Identifiers—*Health Occupations Students of America

This document contains the proceedings of a research conference on health occupations of education and includes an agenda of the conference, a list of co-sponsors, and 10 papers: "The Need for Research in Education of Human Service Workers" (C. Junge); "Status of Health Occupations Teacher Certification" (C. Chappella); "Commitment to Change: A Study of Health Occupations Teachers and Staff Development Personnel in Health Care Settings" (D. Witter); "An Open System Planning Model" (V. Klaus); "Factors Related to the Completion of Community College Allied Health Programs" (C. Rzonca); "Self Perception of Needs: A Study of Secondary Health Occupations Education Teachers" (K. Gable); "Current and Future Use of the Multiskilled Health Worker" (J. Brandt); "Leadership Training Topics: Perceptions of High School Leaders of Health Occupations Students of America" (N. Walters, J. Wilmoth, and J. Robinson); "Issues in Developing Computer Software for Health Occupations Students of America" (J. Sandiford); and "Articulation Program" (M. Malinchok). (NLL)

ED 312 398 CE 053 468**Strengthening Basic Skills through an Integrated Middle School Curriculum. August 1988-June 1989.**

Craven County Board of Education, New Bern, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date—89

Note—137p.; For the related BASICS documents, see ED 288 955-964.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Education, *Career Exploration, Communication Skills, *Competence, *Curriculum Design, *Employment Potential, *Job Skills, Junior High Schools, Learning Activities, Mathematics Skills, Middle Schools, Physical Education, Sciences, Social Studies

Identifiers—North Carolina

This curriculum is the result of a grant awarded to three North Carolina middle schools for the purpose of implementing the BASICS: Bridging Vocational and Academic Skills program that was developed at Ohio State University. The program correlates those competencies and skills considered important for learners by academic and career exploration teachers in the middle schools and identifies activities for their implementation. The first section of the guide is a matrix correlating five career exploration competencies and five employability skills with strategies in each of seven disciplines: math, science, social studies, communications, art/music, physical education, and guidance. Next, a series of matrices relates competencies in math, science, social studies, communications, and physical education to career exploration strategies. The last section takes selected competencies in each subject area and lists strategies, equipment and materials, estimated time, and instructions for the teacher for activities to integrate basic skills and career exploration. (NLL)

ED 312 399 CE 053 470**Electronic Computer Aided Design. Its Application in FE.**

Further Education Unit, London (England).

Report No.—ISBN-1-85338-152-7

Pub Date—Aug 89

Note—7p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Continuing Education, Courseware, *Curriculum Development, *Electricity, *Electronics, Feasibility Studies, Foreign Countries, Higher Education, Staff Development

Identifiers—*Computer Assisted Design, United Kingdom

A study was conducted at the Electronics Industrial Unit at the Dorset Institute of Higher Education to investigate the feasibility of incorporating computer-aided design (CAD) in electrical and electronic courses. The aim was to investigate the application of CAD to electrical and electronic systems; the extent to which industrial developments are reflected in further and higher education courses; the extent to which curricular changes are necessary; and the extent of resource and staff development implications. The research was undertaken by means of a survey and analysis of electronic CAD (ECAD) software and its suitability, or adaptability, for student use; a survey of the use of ECAD by 43 colleges (mainly) in southwest England, with a 70% response rate; a conference of college staff and representatives of ECAD software suppliers; and visits to colleges and industry. Results of the survey, conference, and visits clearly indicated a need for a development plan for the introduction of ECAD into further and higher education courses. The problem of familiarization time and availability of appropriate software, together with the time taken to generate good teaching support material, were noted and possible solutions outlined. Specific recommendations were made for alleviating the high cost of software; establishing national and regional advice centers to provide support for the production of ECAD hardware/software and training courses for staff; selecting courses and material based on a CAD approach; and initiating a program of regular awareness seminars to keep colleagues aware of activity in this field of study. The study proved valuable both as an information-gathering exercise and a means of highlighting some potential problems that could have a deleterious effect on the efficiency and viability of the United Kingdom's electronics industry. (NLL)

ED 312 400 CE 053 471

Lindner, A. Frances

Life Skills Workbook: A Guide to Personal Growth, Career Survival Kit for Teen Education and Employment.

Wisconsin Univ., Madison. Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Sep 87

Note—154p.; For other titles in this series, see ED 307 423 and CE 053 472-476.

Available from—Vocational Studies Center, Publications Unit, University of Wisconsin, 1025 West Johnson Street, Room 964, Madison, WI 53706 (Order No. CSK201: \$12.50; companion videotape \$59.00—Order No. CSK200V1; complete kit of 8 manuals including the Occupations Digest plus 2 videotapes, Order No. CSK300: \$219.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Child Abuse, Child Rearing, Communication Skills, Coping, *Daily Living Skills, Day Care, Decision Making Skills, *Early Parenthood, Interpersonal Competence, Money Management, Parent Child Relationship, *Parenthood Education, Relaxation Training, Self Esteem, Self Evaluation (Individuals), Stress Management, Time Management, Values Clarification

Identifiers—Wisconsin

This workbook is one component of the Career Survival Kit prepared for teenage parents in Wisconsin. Designed to be used with a companion visual, "Teenage Parents: Making It Work," (one of the two visuals included in the complete kit) the workbook information and activities for teens to use to strengthen their skills in the following areas: creating a support network; self-awareness and self-esteem; values; communication; making decisions; managing time; budgeting skills; establishing paternity; developing knowledge and awareness of child abuse and prevention; and child care choices. Learning activities include self-assessment questionnaires, budgets, priority lists, resource suggestions, listening exercises, and decision-making activities. (KC)

ED 312 401 CE 053 472

Wisconsin Resource Directory for Single Parents.
Career Survival Kit for Teen Education and Employment.

Wisconsin Univ., Madison. Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—87

Note—62p.; For other titles in this series, see ED 307 423 and CE 053 471-476.

Available from—Vocational Studies Center, Publications Unit, University of Wisconsin, 1025 West Johnson Street, Room 964, Madison, WI 53706 (Order No. CSK204: \$6.50; complete kit of 8 manuals including an Occupations Digest plus 2 videotapes, Order No. CSK300: \$219.00).

Pub Type—Reference Materials—Directories/Catalogs (132)—Guides—Classroom—Learner (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, College Programs, Coping, *Early Parenthood, Educational Finance, *Federal Programs, *Financial Support, Health Services, Job Training, *One Parent Family, Parenthood Education, Resources, *Social Services, *State Programs

Identifiers—Wisconsin

This directory is one component of the Career Survival Kit prepared for teenage parents in Wisconsin. The directory lists resources in Wisconsin for education, employment, social services, and organizations in a variety of areas that can help students with their roles as parent/homemaker and wage earner/student. The directory identifies educational options and information, financial aid resources and programs for employment and training. Financial resources such as those provided by the federal and state governments and services from city or county departments of health and social services are described. Although the listings are specific to Wisconsin, they serve as illustrations of the help that is available throughout the United States. (KC)

ED 312 402 CE 053 473

Lindner, A. Frances

Personal Choices, Personal Power. Career Survival Kit for Teen Education and Employment.

Wisconsin Univ., Madison. Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—87

Note—78p.; For other titles in this series, see ED 307 423 and CE 053 471-476.

Available from—Vocational Studies Center, Publications Unit, University of Wisconsin, 1025 West Johnson Street, Room 964, Madison, WI 53706 (Order No. CSK202: \$6.50; complete kit of 8 manuals including an Occupations Digest plus 2 videotapes, Order No. CSK300: \$219.00).

Pub Type—Guides—Classroom—Learner (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abortions, Adolescents, *Assertiveness, Communication Skills, *Contraception, Coping, *Decision Making, *Early Parenthood, *Family Planning, Illegitimate Births, Parenthood Education, Pregnancy, Responsibility, *Self Evaluation (Individuals), Sex Education, *Values Clarification

Identifiers—Wisconsin

This workbook is one component of the Career Survival Kit prepared for teenage parents in Wisconsin. The workbook is designed to help teen parents identify their choices in preventing another pregnancy. It presents some thoughts about sexual decisions and responsibility. Birth control methods are described to help teens decide the best method for themselves. Making an informed decision about pregnancy and its prevention are stressed in order to help teen parents be clear about life choices and goals for the future. Activities focus on sexual rights and responsibilities, sexual decision making, short- and long-term goals, relationships and goals, and the consequences of pregnancy. Pressure "lines" that may be used to persuade a teen-ager to be sexually active and assertive responses providing a variety of examples of how to say no are included. (KC)

ED 312 403 CE 053 474

Lindner, A. Frances And Others

Staff User Guide for Teen Parent Program Planning and Implementation. Career Survival Kit

for Teen Education and Employment.

Wisconsin Univ., Madison. Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—87

Note—150p.; For other titles in this series, see ED 307 423 and CE 053 471-476.

Available from—Vocational Studies Center, Publications Unit, University of Wisconsin, 1025 West Johnson Street, Room 964, Madison, WI 53706 (Order No. CSK205: \$6.50; complete kit of 8 manuals including an Occupations Digest plus 2 videotapes, Order No. CSK300: \$219.00).

Pub Type—Guides—Non-Classroom (055)—Collected Works—General (020)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Career Education, Communication Skills, Coping, *Daily Living Skills, Decision Making Skills, *Early Parenthood, Educational Resources, Interpersonal Competence, Money Management, *Parenthood Education, *Program Development, *Program Implementation, Relaxation Training, Self Esteem, Self Evaluation (Individuals), Sex Fairness, Stress Management, Teaching Methods, Time Management, Values Clarification

Identifiers—Wisconsin

This staff user guide accompanies the Career Survival Kit prepared for teenage parents in Wisconsin. The guide addresses effective program components and methods for serving teen parents and guidelines for using the curriculum. Topics include facts on teenage pregnancy and parenthood; characteristics of teen parents; information on dropout prevention strategies and resources; issues concerning specific groups (minorities, teen fathers, needs of rural teen parents); and strategies for program development and curriculum development. An extensive bibliography at the end of the guide lists information and resources available to staff working with teenage parents. A detailed appendix provides guidance on equity related competencies, components of a positive group climate, excerpts from the Occupations Digest (a component of the survival kit), and facts on women workers from the U.S. Department of Labor. (KC)

ED 312 404 CE 053 475

Lindner, A. Frances Mellen-Sullivan, Darcy

Career Planning Workbook: From Astronaut to Zoologist. Career Survival Kit for Teen Education and Employment.

Wisconsin Univ., Madison. Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—87

Note—170p.; For other titles in this series, see ED 307 423 and CE 053 471-476.

Available from—Vocational Studies Center, Publications Unit, University of Wisconsin, 1025 West Johnson Street, Room 964, Madison, WI 53706 (Order No. CSK203: \$12.50 companion visual \$59.00—Order No. CSK200V2: complete kit of 8 manuals including an Occupations Digest plus 2 videotapes, Order No. CSK300: \$219.00).

Pub Type—Guides—Classroom—Learner (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Career Choice, *Career Development, Career Planning, Coping, *Early Parenthood, *Employed Women, *Employment Potential, *Job Search Methods, Job Skills, Nontraditional Occupations, Occupational Information, One Parent Family, Parenthood Education, Sex Discrimination, Sex Fairness, Sexual Harassment, Values Clarification, Wages, Work Attitudes

Identifiers—Wisconsin

This workbook is one component of the Career Survival Kit prepared for teenage parents in Wisconsin. The workbook helps students identify their skills and interests, choose an occupation, plan for a career, and discuss issues of concern to them as parents. The workbook emphasizes the need to plan for the future. Activities explore the concepts of family and career, the need to plan, women and the world of work, higher wage occupations, career information resources, job search methods, legal rights and discrimination, sexual harassment, and employability skills and attitudes. One of the two visual components included in the list, the videotape called "Breaking Out: Career Choices for Teenage Parents," was designed to accompany this

workbook. (KC)

ED 312 405 CE 053 476

PREP. An Activity Book To Help You Think about What You Want from Your Work.

Wisconsin Univ., Madison. Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—88

Note—55p.; For other titles in this series, see ED 307 423 and CE 053 471-475.

Available from—Vocational Studies Center, Publications Unit, University of Wisconsin, 1025 West Johnson Street, Room 964, Madison, WI 53706 (Order No. CSK207: \$3.00; complete kit of 8 manuals including an Occupations Digest plus 2 videotapes, Order No. CSK300: \$219.00).

Pub Type—Guides—Classroom—Learner (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Choice, *Career Planning, Decision Making Skills, Educational Needs, Interpersonal Competence, Money Management, *Occupational Information, Postsecondary Education, Secondary Education, *Self Evaluation (Individuals), Time Management, *Values Clarification, *Vocational Interests

Identifiers—Wisconsin

This activity book is designed to help individuals look at their interests and abilities as they relate to work. It includes activities on interests, school subjects, education and training, aptitudes, work methods, physical effort, job location, mobility, industries, budgeting, values, decision making, and exploring occupations. Answer keys to some activities are provided. (KC)

ED 312 406 CE 053 477

Abrahamson, Kenneth

"Fifty-Fifty" Comparative Comments on Access to Adult and Higher Education in Sweden.

Pub Date—Mar 89

Note—11p.; Paper presented at an International Conference on Access to Higher Education (London, England, March 20-21, 1989).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Adult Education, *Articulation (Education), Comparative Education, Educational Demand, *Educational Administration, Educational Mobility, *Educational Policy, Equal Education, Foreign Countries, Higher Education, Institutional Cooperation, *Student Recruitment, Transfer Policy, Womens Education

Identifiers—*Sweden, Swedish Folk High School

It is necessary to develop some comparative indicators in order to describe and compare the systems of education in countries other than one's own. Access to higher education is an important indicator. Currently, 50 percent of the Swedish adult population takes part in some organized learning activity every year and 50 percent of the student population in higher education is composed of adults 25 years old or older. Two principal channels through which adults prepare for higher education are the residential college for adults called the Swedish Folk High School and, most important, the system of municipal adult education called Kumvux. About 13 percent of the Kumvux students begin studies at levels of higher education. The National Board of Education provides an orientation course for adult students and a national education admission test, which gives potential adult students a chance to take university courses. Compulsory school ends at age 16, but more than 90 percent of students continue to the upper secondary level and two-thirds of them take vocational programs for 2 years. A few programs aim at increasing access to higher education for "earmarked" groups of adult students, such as trade union members, women, technicians, and disabled students. Sweden faces a strategic decision about whether to renew the system of higher education as it is or concentrate on developing recruitment strategies for neglected or underrepresented learners. (The document includes 12 references.) (CML)

ED 312 407 CE 053 478

Abrahamson, Kenneth And Others

Adult Learning, Work and Citizenship. Impressions and Reflections from the New Sweden '88 Adult Education Seminars in the USA and Canada, October-November 1988. Reports—

Planning, Follow-up, Evaluation, R 89:25.

National Swedish Board of Education, Stockholm.
Report No.—ISBN-91-7662-588-5
Pub Date—88

Note—101p; Photographs may not reproduce clearly.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Education, Adult Education, Adult Educators, *Adult Learning, *Comparative Education, *Cross Cultural Training, Cultural Exchange, Educational Administration, Educational Demand, *Educational Policy, Foreign Countries, *Intercultural Programs, International Educational Exchange, *International Programs, *Study Abroad

Identifiers—Canada, *Sweden, United States

This document reports the activities and impressions of 30 Swedish adult educators who exchanged ideas, experiences, and research results concerning adult education and learning at more than 20 conferences and seminars organized in the United States and Canada. The foreword briefly summarizes some impressions. (Among them are that adult education is more market-oriented in the United States than in Sweden, which has a more policy-oriented system; that Sweden may have more adults being educated per capita, whereas the United States and Canada may offer a wider variety of programs; and that Sweden may be more concerned with equality as it relates to adult education, whereas personal fulfillment may be a more common value in North America.) Part 1 of the document compares and contrasts the North American and Swedish systems, including such topics as study circles, study finance, outreach activities, workplace learning, public broadcasting, and adult learning, the status of research and development in adult education and the infrastructure of adult learning. Ten references are provided for Part 1. Part 2 contains a set of black and white photographs of the Swedish educators and of people and places they encountered during their visits to North America and Canada. Part 3 provides a smorgasbord of ideas, programs, notes, and references about the trip and the ideas exchanged there. (CML)

ED 312 408

CE 053 479

Abrahamson, Kenneth

Next Step towards a Learning Society? Impressions from the Boardwalk of Atlantic City.

Pub Date—Oct 89

Note—7p; Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 1989).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Civil Rights, Community Education, *Comparative Education, *Educational Policy, *Educational Trends, Foreign Countries, Futures (of Society), Politics of Education, School Community Relationship, *Sociocultural Patterns

Identifiers—*Learning Society, *New Jersey (Atlantic City), Sweden

Impressions of Atlantic City can be used as an interesting case study for a discussion of the notion of a learning society and its survival in a policy-driven system like Sweden's and a market-influenced context such as Atlantic City. It would be interesting to draw a map of the different learning support systems that are available in various countries. It is a great challenge to analyze to what extent different societal contexts in the family, at work or at leisure, stimulate the curiosity and search for new knowledge. A majority of workplaces do not seem designed to enhance learning on the job and instead have a "low competence ceiling" and few expectations of individual initiatives. One's images of a learning society are greatly affected by the ideas, values, and economic motivation of different cultural and political systems. Atlantic City is an extreme outpost of a market-driven system with a very narrow-minded curriculum. The shortages of that learning context could be used to point out the need for learning rights for citizens. Among the learning rights could be free choice of subject and learning mission (particularly relevant in the face of employer-sponsored adult education), paid educational leave, and the option of full-time studies without staking one's total financial situation and security, day care, and social support. (CML)

ED 312 409

CE 053 480

Personnel Training—Ideas and Proposals.

Swedish International Development Authority (SIDA).

Report No.—LO-89-09

Pub Date—Mar 89

Note—51p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, Basic Skills, Corporate Education, Educational Administration, *Educational Policy, Employer Employee Relationship, Foreign Countries, Industrial Training, *Job Training, *Labor Force Development, *Quality of Working Life, Retraining

Identifiers—*Sweden

This document contains an analysis of the present and future need for employee training in Sweden. The following goals are assumed: (1) employee training should be designed to achieve the goals of the individual, the community, and working life; (2) it should promote security of employment; (3) it should help achieve the goal of giving every adult the right to a good basic education; (4) it should be provided throughout the period of employment; (5) it should help attain economic policy goals; and (6) it should help improve the efficiency of production and services in working life. All employees should have the right to attend refresher courses in their occupational field for at least 2 weeks annually. They should be able to carry over their training entitlement from year to year, and the right to this annual training should be written into central union/employer agreements. Employees who have no secondary and/or upper secondary education in Swedish, English, mathematics, and social sciences should be entitled to attend courses in these subjects during working hours without loss of employment benefits. The state should allocate resources for the courses, the employee should contribute also, and a central foundation should administer these funds and compensate the employer for the costs of the course and the course completer's pay. (CML)

ED 312 410

CE 053 484

Belt, Elaine J.

A Survey of Management and Executive Women in New Jersey.

Pub Date—Mar 88

Note—18p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement, *Administrators, *Awards, Cultural Background, Day Care, Dual Career Family, *Employed Women, Occupational Aspiration, Performance Factors, Professional Recognition, Promotion (Occupational), Recognition (Achievement), Salaries, Sex Discrimination, Sexual Harassment, Success

Identifiers—Young Women's Christian Association

This document describes findings from a survey of the women selected by their companies to receive the TWIN (Tribute to Women and Industry) award given by the Young Women's Christian Association. The women are described in terms of their years employed (the average was 19 years); career development (64 percent promoted within the last 10 years); education (62 percent held master's degrees); salary (over half earned over \$51,000 annually); vocational plans (most want higher levels of management); sexual harassment (30 percent reported some); sex discrimination (half felt discriminated against); beliefs in the business world's receptivity to women (only moderate positive changes in receptivity were reported); ethnicity (84 percent were white); marital status (61 percent were married); income as compared to their spouse's (70 percent were equaling or bettering spouse's income); children (almost half had no children); use of child care (relatives and nursery schools were the most frequently cited types); difficulty in finding appropriate child care (this was an issue for 60 percent of the respondents); leisure activities (36 percent did not have time); and the impact that winning the TWIN award had on their lives (the greatest impact was on their subordinates). The appendix of the report contains a copy of the survey instrument and the percentage of respondents' answers to each question. (CML)

ED 312 411

CE 053 485

Imel, Susan

Entrepreneurship Education. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—R188062005

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Administration, *Educational Needs, Educational Resources, Educational Trends, Education Work Relationship, *Entrepreneurship, Futures (of Society), Job Training, Postsecondary Education, *Professional Associations, Secondary Education, *Small Businesses, *Vocational Education

During the 1980s, most of the new job growth has occurred in small businesses. Not only is the small business enterprise growing, but also its nature is changing. For example, there is an increase in the number of small businesses in the service industry, and a greater number of women than men are starting businesses. Training youth and adults for employment in existing businesses has been a traditional role for vocational education, but there has been little consideration of this training as a basis for self-employment. Given recent trends, entrepreneurship education should be incorporated into the vocational and technical curriculum. Vocational education can help prepare youth for roles as entrepreneurs as well as for employment in small businesses. (This report lists sources of information about the role of vocational education in entrepreneurship development. In addition to 31 print resources, it lists 10 organizations that support entrepreneurship.) (KC)

ED 312 412

CE 053 486

Imel, Susan

The New Work Force. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—R188062005

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Disadvantaged, Educational Needs, Educational Trends, Education Work Relationship, Employed Women, *Employment Patterns, Employment Problems, *Futures (of Society), Job Skills, *Job Training, *Labor Force, Minority Groups, Postsecondary Education, Professional Associations, Secondary Education, *Vocational Education

During the last years of this century, the work force will grow more slowly, becoming older, more female, and more disadvantaged. An increasing number of minority groups and immigrants will enter the work force. Despite public demands for reform, education lags behind in preparing youth for employment. The changing work force has many implications for providers of education and training programs that prepare individuals for the workplace. Such programs must accommodate a greater diversity of learners, including women, Hispanics, Blacks, limited-English-proficient persons, and older adults. In developing effective programs for these populations, providers must address a number of specific issues in such areas as access, program quality, support services, interagency coordination, family influence, and employers. In addition, each population has specific characteristics and needs that must be considered. Changes in the composition of the work force are exacerbated by changes in the skill requirements of jobs. However, understanding and addressing the needs of the work force of the future is a critical task for providers of employment-related education and training programs. (This report lists 17 print resources and 9 organizations that can be consulted for further information on the new work force.) (KC)

ED 312 413

CE 053 487

Adult Literacy Program Personnel Profile.

Metis Associates, Inc., New York, N.Y.

Spons Agency—Literacy Assistance Center, New York, N.Y.

Pub Date—86

Note—31p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Characteristic,

*Adult Basic Education, Adult Educators, Adult

Literacy, Adult Programs, Demography, *Educa-

tional Needs, *Literacy Education, Professional

Development, *Teacher Characteristics,

*Teacher Qualifications, Wages

Identifiers—*New York (New York)

A study was conducted to find out about the people who conduct and work in adult literacy programs in New York City (NYC). Through a questionnaire distributed to NYC literacy practitioners working in programs operated by public libraries, the City University of New York, the New York City Board of Education, and community-based organizations, the researchers gathered a broad range of information including demographics, prior work experience, employment conditions, job satisfaction, and staff development needs. Data collected from 191 respondents (20 percent) were analyzed using descriptive statistics and content analysis procedures to create a staff profile. Some of the findings were as follows: (1) 70 percent were white women, 65 percent of whom were in their 30s and 40s; (2) 94 percent of the staff had earned at least a bachelor's degree, with more than 60 percent of them having at least one master's degree; (3) they had a strong connection with and involvement in the field of adult literacy; (4) about three-fourths have teaching experience; (5) the majority of literacy instructors work part time, and administrative and support staff generally work full time; (6) most have worked 3 years or less in their present positions; (7) most personnel are paid hourly, with teachers paid from less than \$9 to \$25; (8) administrators' salaries begin at \$15,000 annually, with one-third making more than \$20,000 per year; and (9) staff were interested in attending various forms of development activities. (KC)

ED 312 414

CE 053 488

McKenzie, Marcie

Handbook for Coordinators of Volunteer Literacy Programs.

New Mexico Univ., Albuquerque.

Spons Agency—New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.

Pub Date—87

Note—54p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Literacy, *Adult Programs, *Literacy Education, *Program Development, *Program Implementation, *Publicity, Teaching Methods, Tutors, Volunteers, *Volunteer Training

Identifiers—310 Project, New Mexico

This handbook is designed to help literacy coordinators, especially in New Mexico, develop and implement volunteer literacy programs. The seven chapters provide information on (1) organizing the program; (2) recruitment of volunteers and students; (3) training tutors; (4) methods of instruction; (5) recordkeeping; (6) recognition and placement for program completers; and (7) additional resources. Sample forms and examples are provided. (KC)

ED 312 415

CE 053 490

Rones, Philip L. Herz, Diane E.

Labor Market Problems of Older Workers. Report of the Secretary of Labor.

Department of Labor, Washington, D.C.

Pub Date—Jan 89

Note—78p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Dislocated Workers, *Dismissal (Personnel), *Employed Women, *Employment Opportunities, Employment Patterns, *Employment Practices, Job Layoff, Labor Market, *Middle Aged Adults, Outplacement Services (Employment), Part Time Employment, Reentry Workers, Retirement Benefits, Retraining, Skill Obsolescence, Structural Unemployment

Identifiers—Social Security

This document analyzes the labor market problems of displaced older workers. Chapter 1 is an introduction. Chapter 2 describes the magnitude of the problems of unemployment, discouragement, and displacement of older workers. The outcomes of unemployment are discussed, with attention to the

duration of unemployment, the effects of displacement, and the effects of recessions. The special problems of older women (labor market re-entry, low wage employment, and occupational segregation) are addressed. Chapter 3 covers institutional impediments to employment of older workers, including Social Security regulations and pension plan provisions, the market for part-time jobs, and age discrimination. Chapter 4 offers conclusions. The conclusions are that (1) older workers are not as protected from job loss as is often assumed; (2) labor supply factors may be more important in explaining labor market difference between groups than is usually credited; (3) older workers who continue with their long-term employers or at least in their same occupations increase their chances of being paid properly; (4) older workers who have college education have greater flexibility in the job market; and (5) overall economic expansion is the factor that will most strongly influence the job market for older workers. An appendix gives a method for estimating duration of unemployment. A 64-item bibliography is included. (CML)

ED 312 416

CE 053 491

Museum, Stefan

The Implementation of Vocational Education in Pilot Secondary Schools with Special Reference to Woodwork.

Linköping Univ. (Sweden). Dept. of Education and Psychology.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—ISBN-91-7870-499-5; LIU-PEK-R-142

Pub Date—May 89

Note—98p.; Master's thesis, Linköping University. Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Change Strategies, Developing Nations, Educational Administration, Educational Innovation, *Educational Planning, Education Work Relationship, Foreign Countries, Labor Force Development, *Program Implementation, Secondary Education, *Vocational Education, *Woodworking

Identifiers—*Zimbabwe

A study investigated the goals, implementation strategies, and possible obstacles to implementing vocational education in secondary schools in Zimbabwe. All 13 secondary schools that were piloting vocational education were used as the base for this study. Three of those schools were selected as case study schools. Data were collected through interviews with education officers, task force officials, and curriculum development unit officials and through questionnaires completed by headmasters and teachers. The total number of respondents was 73. In the three case schools, workshops, available machines, workshop equipment, texts, and store-room materials were studied. The following are among the conclusions reported: (1) implementation of vocational education was proving to be difficult, and it was evident that problems should be resolved before more schools were involved in the implementation; (2) among the difficulties were shortages (of machines, books, materials, and qualified staff) and poor planning due to top government officials making decisions with little input from the field; (3) respondents were very familiar with the term vocational education; (4) respondents had different views about the aims of vocational education and differed in their answers as to whether they were fulfilling the aims and objectives set for the program; and (5) no inservice training had prepared teachers for the new program. (The document contains a 44-item reference list.) (Author/CML)

ED 312 417

CE 053 492

Gweru, Sico

The Relevance of Machine Shop Engineering Programs in Technical Colleges to Industry in Zimbabwe.

Linköping Univ. (Sweden). Dept. of Education and Psychology.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—ISBN-91-7870-493-6; LIU-PEK-R-136

Pub Date—May 89

Note—91p.; Master's thesis, Linköping University. Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Apprenticeships, Developing Nations, Education Work Relationship, Employer Attitudes, Foreign Countries, Labor Needs, *Machine Tools, *Machinists, Postsecondary Education, *Program Validation, *Relevance (Education), *School Business Relationship, Trade and Industrial Education

Identifiers—*Zimbabwe

A study investigated the relationship between existing machine shop engineering programs in technical colleges and the requirements of industry in Zimbabwe. Data were collected from the principals, department headmasters, and a sample of lecturers and students at two colleges, and from personnel managers and workshop managers at nine companies with machine shop production or servicing. Data collection techniques used were interview schedules, questionnaires, inventories, and documents. The following are among the findings reported: (1) there are no exchange programs in which lecturers spend some time in industry and specialists from industry spend time in schools; (2) there is a shortage of important resources such as textbooks and material consumables important to machine shop engineering; (3) the examination board was not sufficiently active at the time of the study to ensure curriculum relevance; (4) the consultation between the curriculum research development unit for technical colleges and industry involves only large companies; (5) on the whole, the level of practical skills acquired by students corresponds fairly well to the requirements of industry; (6) although the colleges prepare journeymen with the requisite skills, companies do not seem to involve journeymen in decisionmaking, problem solving, and drawing; and (7) the planned work experience enhances the quality of the students' practical proficiency. (The document includes 36 references, the questionnaires, and the interview schedules.) (CML)

ED 312 418

CE 053 493

Rudzina, Cornelius K.

Correspondence between Non-Formal Vocational Training in the Building Trade and the Requirements for Employment.

Linköping Univ. (Sweden). Dept. of Education and Psychology.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—ISBN-91-7870-501-0; LIU-PEK-R-144

Pub Date—May 89

Note—86p.; Master's thesis, Linköping University. Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Building Trades, Developing Nations, *Employment Qualifications, *Entry Workers, Foreign Countries, Job Skills, *Job Training, *Nonformal Education, Occupational Tests, *Outcomes of Education, Program Effectiveness, Secondary Education, Self Employment, Skilled Occupations, Vocational Education

Identifiers—*Zimbabwe

A study investigated whether there was a correspondence between the skills, knowledge, and attitudes that are required to enter into employment and those that are provided by nonformal vocational training programs in the building trades in Zimbabwe. Two types of employment were considered. The first type was employment in industry achieved through passing a trade test in the building trades. The second type of employment was self-reliance in the form of either self-employment or cooperative activities in the building trades. Information was collected from officials at the Ministry of Labor and Social Welfare, the Ministry of Higher Education, the Ministry of Cooperative Development and Women's Affairs, and from principals, instructors, and trainees at three training centers. Interviews, questionnaires, and documents were used in collecting the information. The results of the study indicated that the requirements to pass a trade test or enter into self-reliance activities successfully were very wide. None of the training programs studied was found to provide the whole range of the skills, knowledge, and attitudes required. Two of the centers provided more of them than the third center. (Includes 18 references and the interview schedules.) (Author/KC)

ED 312 419

CE 053 494

Mupfema, Davison M.

The Future of Technical Subjects in Zimbabwe's Primary Schools.

Linköping Univ. (Sweden). Dept. of Education and Psychology.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—ISBN-91-7870-498-7; LIU-PEK-R-141

Pub Date—May 89

Note—69p.; Master's thesis, Linköping University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Attitudes, Developing Nations, *Educational Attitudes, Elementary Education, *Elementary School Curriculum, Foreign Countries, Handicrafts, Industrial Arts, Program Improvement, *Shop Curriculum, Skilled Occupations, *Teacher Attitudes, Technical Education, *Woodworking

Identifiers—*Zimbabwe

A study was conducted to investigate the future of woodworking in primary schools in Zimbabwe. Although such subjects have generally been organized along the same lines as traditional academic subjects, strategies vary from one country to another and so do the problems. The investigation covered all the primary schools in Zimbabwe teaching woodworking. Data were collected using questionnaires, interviews, and such documents as course syllabi and schemes of work. Responses were obtained from 36 woodworking teachers, 4 primary school headmasters, and 3 curriculum development officers. Findings from the study indicate that some aspects of woodworking can be taught in primary school; in Zimbabwe they are taught in very few urban primary schools. The course, when taught, emphasizes skill training, while suffering from insufficient funds and a shortage of tools, often as a result of theft. The study concludes by suggesting steps that can be taken to improve the present situation, such as increasing the financial and material support or embarking on the design of a broad primary school technical subjects course. (Document includes 35 references, questionnaires and interview forms, and examples of woodworking exercises.) (Author/KC)

ED 312 420

CE 053 495

Chinzvimbo, George

Attitudes towards Technical Drawing as a School Subject.

Linköping Univ. (Sweden). Dept. of Education and Psychology.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—ISBN-91-7870-492-8; LIU-PEK-R-135

Pub Date—May 89

Note—106p.; Master's thesis, Linköping University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Developing Nations, *Drafting, *Educational Attitudes, Foreign Countries, General Education, *Graphic Arts, *Program Attitudes, Program Effectiveness, *Program Improvement, Secondary Education, Student Attitudes, Teacher Attitudes, Teaching Methods, Vocational Education

Identifiers—*Zimbabwe

A case study was conducted of attitudes toward technical drawing and the present state of technical drawing in Zimbabwe. The study involved two high schools. In one school, 227 students (85 percent of the total) responded to questionnaires; in the other, the response was 84 students (70 percent). Eleven teachers were also surveyed. The study indicates that attitudes toward technical drawing in the schools studied are positive. However, the study also points out that schools face problems such as shortages of books and teachers, which threaten the state of the subject as well as attitudes toward it. The study also gives some recommendations and suggestions for the improvement of the teaching of technical drawing in Zimbabwean schools. Although the technical drawing results of this study are not representative of the situation in all schools in the country, they at least indicate areas that need some consideration, and provide an indication of what may be expected in similar schools. (The document includes 18 references, definitions of terms, and the questionnaires.) (Author/KC)

ED 312 421

CE 053 496

Mandebu, Oswald

Pupils' Attitudes towards Technical/Vocational Subjects: An Exploratory Study.

Linköping Univ. (Sweden). Dept. of Education and Psychology.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—ISBN-91-7870-495-2; LIU-PEK-R-138

Pub Date—May 89

Note—64p.; Master's thesis, Linköping University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Developing Nations, Educational Attitudes, Foreign Countries, *Occupational Aspiration, *Parent Aspiration, Parent Background, Program Attitudes, Secondary Education, Socio-economic Status, *Student Attitudes, Student Characteristics, *Technical Education, *Vocational Education, *Work Attitudes

Identifiers—*Zimbabwe

An exploratory investigation was conducted in a secondary school in Zimbabwe to determine pupils' attitudes toward technical/vocational subjects. It also investigated the relationship of those attitudes to: (1) pupils' perceptions of the world of work; and (2) the pupils' homes. In the first part of the study, 200 pupils completed an attitude measurement scale. In the second part, 22 of these pupils completed questionnaires, and their parents/guardians were interviewed at home. The study found that pupils' attitudes toward technical/vocational subjects and their potential as career choices are positive and that these positive attitudes seem to be unrelated to their perceptions of the world of work, their parents'/guardians' education or job, and their parents'/guardians' career aspirations for the pupils. (Document includes 34 references and questionnaire and interview forms.) (KC)

ED 312 422

CE 053 497

Moyo, Daniel

The Educational Worth of Zimbabwean Stone Sculpture.

Linköping Univ. (Sweden). Dept. of Education and Psychology.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—ISBN-91-7870-497-9; LIU-PEK-R-140

Pub Date—May 89

Note—102p.; Master's thesis, Linköping University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Art Products, *Craft Workers, Creative Activities, Developing Nations, *Educational Attitudes, *Employment Opportunities, Foreign Countries, Handicrafts, Program Attitudes, Relevance (Education), School Shops, *Sculpture, Secondary Education, Technical Education, Vocational Education, *Work Attitudes

Identifiers—*Zimbabwe

A study analyzed the worth of one traditional craft, Zimbabwean stone sculpture, in terms of its educational and employment values. The study was prompted by general attitudes that tend to equate "good" education with education that is modeled on Western industrial technology, whereas traditional education, which includes crafts practiced by African communities, is regarded as backward and educationally worthless. Data were collected from practicing sculptors and sculpture marketing organizations in Zimbabwe, through questionnaires, interviews with 12 sculptors, observations, and documents. Findings showed that stone sculpture contains good educational values in terms of knowledge, skills, and attitudes. These findings were determined by using Bloom's hierarchical structure of educational objectives, involving the cognitive, psychomotor, and affective domains. The employment values of the craft were found to be limited and questionable. An analysis of the availability of sculpting stones in the country, of marketing trends for sculpture, and of the costs for setting up and running workshops showed that the craft has doubtful employment opportunities. The limited employment values of the craft do not merit its inclusion in school curricula as a separate subject, but its worthwhile educational values certainly warrant it being

included as a part of an existing subject. (Document includes 50 references and questionnaire and interview forms.) (Author/KC)

ED 312 423

CE 053 498

Mhlanga, Michael J.

Education with Production in Conventional Secondary Schools: Understanding and Implementation.

Linköping Univ. (Sweden). Dept. of Education and Psychology.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—ISBN-91-7870-496-0; LIU-PEK-R-139

Pub Date—May 89

Note—92p.; Master's thesis, Linköping University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Agricultural Education, *Demonstrations (Educational), Developing Nations, Educational Finance, Foreign Countries, *Fund Raising, *Productivity, *School Funds, Secondary Education, Secondary Schools, Trade and Industrial Education, Vocational Education, Work Study Programs

Identifiers—*Zimbabwe

This document describes a study that investigated how the concept of education with production (EWP) can be understood in Zimbabwe and the capacity of conventional secondary schools in Zimbabwe to implement EWP. Chapter 1 of the document describes the concept of EWP as the application, in developing nations, of ideology in the school curriculum through school activities that produce goods and services. Implications of the concept for curriculum and school activities, a model for EWP, resources that are necessary, and the research objectives of the study are discussed. Chapter 2 explains the study's methodology, including the choice of participating schools and subjects, research instruments, reliability and validity issues, access to schools, and the data gathering. Chapter 3 presents the study's findings, based on interviews with three headmasters and eight teachers from these schools. Chapter 4 discusses those findings and covers such topics as how EWP is understood in Zimbabwe secondary schools and what procedures have been attempted; obstacles that were encountered in the attempts; and the implementation of EWP. The appendices contain the interview schedule used with headmasters; the interview schedule used with teachers; cards used during interviews with teachers; a checklist for commonly used materials; and a checklist for maintaining and servicing equipment. (CML)

ED 312 424

CE 053 499

Chinyamunzore, N. Nelson

Assessment of Pupils' Practical Work in Technical/Practical Subjects in Secondary Schools in Zimbabwe.

Linköping Univ. (Sweden). Dept. of Education and Psychology.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—ISBN-91-7870-491-X; LIU-PEK-R-134

Pub Date—May 89

Note—57p.; Master's thesis, Linköping University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Attitudes, Agricultural Education, Developing Nations, *Educational Testing, Foreign Countries, *Grading, Home Economics Education, Outcomes of Education, *Performance Tests, Secondary Education, Student Educational Objectives, *Student Evaluation, Teacher Attitudes, *Vocational Education, Woodworking

Identifiers—*Zimbabwe

A descriptive study outlined the approaches used in the assessment of student performance in technical/practical subjects (e.g., agriculture, home economics, and woodworking) in Zimbabwe secondary schools. Eight schools participated in the study. Data on techniques used to evaluate student performance were collected by questionnaires received from 31 teachers of technical/practical subjects (an 82 percent response). The questionnaires consisted of demographic information, 17 Likert-type questions, and three open-ended questions. Most of the respondents were involved in grading national ex-

aminations or attending standardization courses. In addition, interviews were conducted with heads of the participating secondary schools and with the education officers of the chosen region. The study found that students' performance was assessed through final examinations, course work, and a combination of the two. Problems related to reliability were found in the present use of coursework marks. The advantage of the combined approach was found to be that one method checked upon the other, but teachers and heads of schools were not in agreement as to whether they preferred examinations or course work as methods of assessment. They thought that it would be reasonable to count the examination as 60 percent of a pupil's grade and the course work as 40 percent. (A 29-item bibliography, the questionnaire, the interview schedule, and data from the questionnaire presented in tabular form conclude the document.) (Author/CML)

ED 312 425

CE 053 500

Assani, Sydney P.

How Can the Teaching of Woodwork and Science at Secondary School Level Be Integrated?

Linköping Univ. (Sweden). Dept. of Education and Psychology.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—ISBN-91-7870-490-1; LiU-PEK-R-133

Pub Date—May 89

Note—92p.; Master's thesis, Linköping University.

Pub Type—Dissertations/Theses—Masters Theses (042)—Tests/Questionnaires (160)—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Course Content, *Curriculum Design, Curriculum Research, Developing Nations, Foreign Countries, Industrial Arts, Instructional Design, Instructional Development, *Integrated Activities, *Interdisciplinary Approach, *Science Instruction, Science Teachers, Secondary Education, Shop Curriculum, Unified Studies Curriculum, Vocational Education, *Woodworking

Identifiers—*Zimbabwe

A study was made of how to integrate science instruction (specifically, science for Zimbabwe syllabus number 50006) and woodworking. In order to formulate its recommendations, the study sought to analyze course syllabi; collect data on teachers' years of teaching within and without their areas of specialization (woodworking and science); analyze the implementation of the courses; determine the possible flexibility in the use of human and physical resources across academic departments; and establish the willingness of teachers and heads of departments to integrate woodworking and science. Three secondary schools in Zimbabwe participated. Data were collected through a questionnaire administered to 132 students and through interviews of 2 subject education officers, 3 head- and deputy headmasters, 5 heads of departments, and 11 science and 3 woodworking teachers. The following recommendations were made: (1) the type of integration method most suitable was a modification of the correlation method (used to develop common relations between subjects) called interdependence integration, in which teachers teach as they usually do but try to link the elements of their course with the other subject; and (2) a staff development program should be employed to prepare teachers. (A 21-item bibliography and an appendix containing interview schedules and the questionnaire conclude the document.) (CML)

ED 312 426

CE 053 501

Nherera, Charles M.

Design Education and the Teaching of Woodwork in Secondary Schools.

Linköping Univ. (Sweden). Dept. of Education and Psychology.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—ISBN-91-7870-500-2; LiU-PEK-R-143

Pub Date—May 89

Note—76p.; Master's thesis, Linköping University.

Pub Type—Dissertations/Theses—Masters Theses (042)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Classroom Environment, Course Content, *Design, Developing Nations, Foreign Countries, Instructional Development, *Locus of Control, Problem Solving, Secondary Education, Student Attitudes, Teacher Behavior, *Teacher

Expectations of Students, Trade and Industrial Education, *Woodworking

Identifiers—*Zimbabwe

In an attempt to review and, if necessary, update the curriculum, a study investigated the prevalence of problem-solving and design approaches in the teaching of woodworking courses in secondary schools in Zimbabwe. Woodworking classes in forms one and three were studied in an urban secondary school where woodworking is taught up to form four and whose student population is 2,000. The data were collected through questionnaires administered to 5 teachers and 202 students, interviews, lesson observation, and document analysis. The following findings were among those reported: (1) the students, especially in form one, indicated they had very limited autonomy in their practical work; and (2) teachers expected the students to consult with them before proceeding to a new stage of work; (3) students, however, had some latitude. They evaluated the completed work; and were encouraged to think independently; (4) more form three students than form ones said they made mock-ups or models of their items; (5) form one students seemed to feel that their practical work was limited mostly to copying teachers' models or working drawings; and (6) students thought the time allowed for woodworking was sufficient, although four out of five teachers considered it insufficient. (The document includes 25 references and appendices containing the woodworking syllabus, questionnaire and interview forms, a sample examination, and statistical summaries of pupil responses.) (CML)

ED 312 427

CE 053 502

Job Training Quarterly Survey. JTPA Title IIA and III Enrollments and Terminations during the First Three Quarters of PY 1988 (July 1988-March 1989).

Department of Labor, Washington, DC. Office of Strategic Planning and Policy Development.

Pub Date—Sep 89

Note—66p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Disadvantaged, *Dislocated Workers, Employment Programs, *Enrollment Rate, Federal Legislation, *Federal Programs, Job Placement, Job Training, *Outcomes of Education, *Participant Characteristics, Postsecondary Education, Program Effectiveness, Wages

Identifiers—*Job Training Partnership Act 1982

This document contains 36 tables that summarize some of the characteristics and experiences of persons who participated in training programs authorized under Titles IIA and III of the Job Training Partnership Act (JTPA) during the first three quarters of program (PY) 1988. The data were obtained through the Job Training Quarterly Survey (JTQS) and were extracted, for samples of program participants, from JTPA records maintained by the local program administrators. Some of the findings are as follows: (1) JTQS-estimated new enrollments in Title IIA decreased 5 percent during the first three quarters of PY 1988 compared to the same period 1 year earlier; (2) Title IIA participants were nearly identical for the first three quarters of both years (95 percent economically disadvantaged; 54 percent females; 47 percent minorities; 43 percent public assistance recipients; 37 percent under age 22; 29 percent school dropouts, and 58 percent high school graduates); (3) compared to the estimated JTPA-eligible population, Title IIA served relatively twice as many youth as well as larger proportions of blacks and high school graduates; (4) the average hourly wage of Title IIA terminations who entered employment increased from \$4.82 to \$5.02; (5) about 70 percent of enrollees completed Title IIA programs; (6) compared to the eligible population of displaced workers, Title III served higher proportions of females, Hispanics, and persons aged 22-44, but smaller percentages of whites and workers who were 45 and older; and (7) the average hourly wage of \$7.43 for PY 1988 Title III terminations was unchanged from the year before. (KC)

ED 312 428

CE 053 504

Walters, Norma J.

Self-Contained Instructional Module: An Adaptation of the Dick and Carey Model.

Pub Date—28 Oct 89

Note—70p.; Paper presented at a seminar at the College of Nursing, University of South Alabama (Mobile, AL, October 28, 1989).

Pub Type—Guides—Classroom—Teacher (052)—

Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Allied Health Occupations Education, Curriculum Development, *Instructional Design, Learning Modules, *Material Development, *Vision Tests, Vocational Education

This document contains teacher's materials for an instructional module on how to conduct a visual screening that was developed through use of the Dick and Carey model of instructional design. More than a third of the document consists of a description of the model's use and adaptation in the development of the module. Section headings are as follows: Focus of the Model; Phasing of the Model; Principles of Reaction; Social System Characteristics; Support Systems; Classroom Implementation; General Applicability; Grading Procedure and Contracts; and Strengths and Weaknesses of the Model. An 18-item reference list and four appendices are included. Appendix A contains a list of procedural steps that resulted in the module's development, an outline of the instructional content of the module, and a list of module components. Appendix B contains the visual screening module, which includes a lesson plan, an information sheet, work sheets, a student performance guide, an instructor performance check sheet, a test, and a test key. Appendix C contains an explanation of grading procedures and a form on which to record student grades. Appendix D contains a student contract form. (CML)

ED 312 429

CE 053 506

An Inventory of Skills, Knowledge, and Attitudes Necessary for a Career in Diversified Agriculture.

Hawaii State Board for Vocational Education, Honolulu; Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.

Pub Date—Nov 89

Note—27p.; Prepared by the Statewide Technical Committee on Diversified Agriculture.

Pub Type—Guides—Non-Classroom (055)—Reports—Evaluative (142)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Agriculture, Agricultural Education, *Agricultural Occupations, Agricultural Personnel, Agricultural Production, *Agricultural Skills, *Agriculture, Agronomy, Animal Husbandry, Educational Planning, *Entry Workers, Farm Management, Horticulture, *Job Skills, Plant Growth, Plant Propagation, Postsecondary Education, Secondary Education, Statewide Planning, Vocational Education, *Work Attitudes

Identifiers—Hawaii

To review the relevance of vocational criteria to industry needs, a study was conducted in Hawaii to assess the entry-level employment requirements in the occupational area of diversified agriculture. Materials from other states were reviewed, and three versions of a skills inventory were developed and revised. The third revision of the inventory was finalized and approved for use in an industry-wide canvass, conducted through "force focus" (as opposed to open-ended) interviews. Respondents were people familiar with either animal husbandry, aquaculture, nursery work and general agriculture, or with all major areas of agriculture. The results constitute an inventory of skills, knowledge, and attitudes deemed necessary by technicians and professionals in industry for entry into their respective professions. Those surveyed gave the highest average ratings of importance to attitudes, general management skills, and direct applications in horticulture. The ratings supply an indication of the priorities of those in the field. (This report contains the skills inventory and ratings for each item in the areas of general management, animal husbandry, agricultural construction, crops/general agriculture, plant propagation, horticulture/general, horticulture/flowers, aquaculture, and attitudes.) (KC)

ED 312 430

CE 053 508

Charters, Alexander N., Comp. Cassara, Beverly, Comp.

Papers on Comparative Adult Education from Sessions Organized by CSRCAE (Committee for the Study and Research in Comparative Adult Education) at the 7th World Congress on Comparative Education (7th, Montreal, Canada, June 26-30, 1989).

Coalition of Adult Education Organizations, Washington, D.C.

Pub Date—Jun 89

Note—215p.; Some pages may not reproduce well due to small type.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Adult Education, *Adult Programs, Agricultural Education, Andragogy, Comparative Analysis, *Comparative Education, *Cross Cultural Studies, *Educational Research, Extension Education, Foreign Countries, Foreign Culture, Graduate Study, *International Education, Minority Groups, Participatory Research, Postsecondary Education, Research Needs, Social Change, Womens Education

Identifiers—Canada, China, Germany, Japan, Sweden, United States

These proceedings contain the following 12 papers on comparative adult education: "Adult Education as Concept and Structure: An Agenda for Research" (Colin Titmus); "Report on the Context and State of Comparative Adult Education and on Four Publications" (Alexander N. Charters); "Comparative Adult Education Research: Methods and Materials" (Dilnazaw A. Siddiqui); "Adult Education and Social Change: A Comparison of Canada and Sweden" (Kjell Rubenson); "Comparative Study of Adult Education Institutions and Organizations between the United States and Japan by the Use of Characteristics Mirroring Analyses" (Alexander N. Charters and Seichiro Miura); "Andragogy and China: Cross-Cultural Considerations" (Daniel D. Pratt); "Participatory Research: Are Adult Education Graduate Programs Ready for It?" (Beverly Benner Cassara); "A Comparative Analysis of Recent North American Research on Women and Minorities" (Jovita Martin Ross); "Agricultural Extension Worldwide: Socio-Political, Organizational and Programmatic Characteristics" (William M. Rivera); "A Comparative Study of Andragogy (Adult Education) as a Field of Academic Study in the World" (Claude Touchette); "The Adult Education Center in Germany as a Case of Social Change and Cross-Cultural Comparison" (Klaus Harney); and "Adult Education World-Wide-Revisited" (Jost Reichmann). (KC)

ED 312 431 **CE 053 512**

Greenhouse Management Curriculum Guide for Vocational Agriculture/Agribusiness. Curriculum Development. Bulletin No. 1824.

University of Southwestern Louisiana, Lafayette. Spons Agency—Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education. Pub Date—Dec 87

Note—154p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Agricultural Education, *Greenhouses, High Schools, *Nurseries (Horticulture), *Nursery Workers (Horticulture), *Ornamental Horticulture, Plant Growth, Plant Propagation

Identifiers—*Louisiana

This document contains teacher's materials for an 8-unit course in greenhouse management for 11th and 12th graders. The units are as follows: Producing Annual Bedding Plants; Foliage Plants; General Greenhouse Management; Poinsettia Production; Vegetable Bedding Plant Production: Tomatoes, Peppers, and Eggplants; Production of Potted Chrysanthemums; Flowering Pot Plants; and Foliage-Type Hanging Baskets. Materials in each unit include an introduction, list of competencies, general and specific performance objectives, suggested interest approaches, a unit outline, recommendations for evaluation and testing, a list of required equipment and supplies, supplementary materials, and a resource section. Appendices follow the units for which they are appropriate and provide charts and other supplementary information. (CML)

ED 312 432 **CE 053 514**

Wildlife Conservation and Management Curriculum Guide for Vocational Agriculture/Agribusiness. Vocational Education Research. Bulletin No. 1853.

University of Southwestern Louisiana, Lafayette. Spons Agency—Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education. Pub Date—89

Note—197p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Agricultural Education, *Conservation (Environment), *Conservation Education, Endangered Species, High Schools, Natural Resources, Wildlife, *Wildlife Management

Identifiers—*Habitat Analysis, Ponds, *Specimens (Science), Sport Fishing

This document contains teacher's materials for an 8-unit course in wildlife conservation and management for 11th and 12th graders. The units are as follows: Making Observations and Records of Wildlife; Habitat Analysis and Evaluation; Collection and Preservation of Biological Materials; Wildlife Population Analysis; Identifying and Controlling Wildlife Damage; Alligator Production and Harvesting; Developing Economic Returns to the Land Owner from Wildlife Management; and Management of Farm Ponds for Sport Fishing. Materials in each unit include an introduction, list of competencies, general and specific performance objectives, suggested interest approaches, a unit outline, recommendations for evaluation and testing, a list of required equipment and supplies, supplementary materials, and a resource section. Appendices follow the units for which they are appropriate and provide tables, forms, diagrams, drawings, and other supplementary materials. (CML)

ED 312 433 **CE 053 515**

Exploration of Construction Technology. Vocational Education Curriculum Development. Bulletin No. 1856.

Northwestern State Univ., Natchitoches, La. Spons Agency—Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education. Pub Date—Feb 89

Note—171p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Building Trades, *Carpentry, *Construction (Process), Curriculum Development, High Schools, Industrial Arts, Occupational Safety and Health, *Shop Curriculum, *Technology, Trade and Industrial Education

Identifiers—*Louisiana

Intended to help local administrators, teacher educators, and technology education/industrial arts teachers in Louisiana improve technology education and standardize its instruction, this document contains teacher's materials for a 10-unit course in construction technology for 10th-, 11th-, or 12th-grade students. The instructional units are as follows: Rules and Regulations; Safety in the Laboratory or Classroom; Introduction to the Construction Industry; Basic Construction Tools and Equipment; Construction Mathematics; Safety and Health in Construction; Pre-Construction Planning; Construction Processes and Production; Construction Completion; and Construction in the Future. The document lists unit titles, describes the course, allots time for the units, outlines the course and presents a table that covers each unit's objectives, the time allotted for each, instructional topics, student activities, teacher activities, and references to resources. Eleven appendices comprising the bulk of the document contain instructional material (much of it in the form of illustrated handouts) for use with each unit. Appendix 11 contains information on student competitive events, and a 15-item bibliography concludes the guide. (CML)

ED 312 434 **CE 053 516**

Basic Welding Curriculum Guide. Vocational Education Curriculum Development. Bulletin No. 1859.

Southeastern Louisiana Univ., Hammond. Spons Agency—Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education. Pub Date—31 Dec 88

Note—225p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Behavioral Objectives, Citations (References), Classroom Techniques, *Course Content, *Course Organization, Educational Resources, Equipment, Evaluation Methods, High Schools, *Industrial Arts, *Learning Activities, Lesson Plans, State Curriculum Guides, *Teaching Methods, Test Items, Units of Study, *Welding

Identifiers—*Louisiana

This curriculum guide is designed to help teachers conduct a course that provides senior high school students with the opportunity for in-depth exploration in the field of welding. The course provides students with experiences related to the design, theory, and use of welding systems. The first part of the guide contains such information as course description, target grade levels, general program goals, specific objectives, course flowchart, time frame, and a course outline. Nine teaching guides cover the following units: introduction to welding; safety; identification of metals; oxygen fuel gas welding; oxygen

fuel gas cutting; shielded metal arc welding; gas tungsten arc welding; gas metal arc welding; and special projects. Each unit consists of an introduction; competencies; general performance goals/objectives; specific performance objectives and mastery of criteria; methodology; suggested interest approaches; unit outline coordinating subject matter areas and learning activities; unit test; test key; evaluation and testing suggestions; equipment and supplies list; bulletin board ideas; and references. A bibliography lists 22 references and gives names and addresses of sources of equipment and supplies, journals, audiovisuals/computer software, curriculum labs, professional associations, and the Louisiana State Office of Vocational Education. (KC)

ED 312 435 **CE 053 517**

Vocational-Technical Program and Course Standards. Competency-Based Postsecondary Curriculum Outlines. Bulletin No. 1822.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date—87
Note—453p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Accountability, Agricultural Education, Allied Health Occupations, Business Education, Communications, *Competency Based Education, Consumer Education, Distributive Education, Engineering Education, *Evaluation Criteria, Home Economics Education, Postsecondary Education, Program Validation, State Curriculum Guides, *State Standards, Trade and Industrial Education, *Vocational Education

Identifiers—*Louisiana

This document contains required vocational education program and course standards for all vocational and technical education offerings at the postsecondary level in Louisiana. The document consists of an introduction that describes the standards, gives the names and addresses of state department of education personnel and committee members who worked to arrive at the standards, and lists the standards themselves arranged by vocational program area. Those program areas are: agriculture; business; communications; consumer; health occupations; home economics; and trade and industrial. The standards for each course offered within a program area include: a course title, a classification of Instructional Programs (CIP) code number, a narrative course description, the course length, the titles of units of instruction, and student competencies for each unit of instruction. (CML)

ED 312 436 **CE 053 518**

Latta, E. Michael. An Evaluation of the Adequacy and Effectiveness of the Vocational Education Program Delivery Systems Assisted under the Carl D. Perkins Vocational Education Act and under the Job Training Partnership Act.

North Carolina State Advisory Council on Vocational Education, Raleigh.

Pub Date—20 Feb 87

Note—60p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Compliance (Legal), Delivery Systems, Disadvantaged, Educational Trends, *Employment Programs, Federal Legislation, *Federal Programs, Institutional Cooperation, *Job Training, Postsecondary Education, Program Administration, *Program Effectiveness, Program Evaluation, Program Improvement, Secondary Education, *Vocational Education

Identifiers—*Carl D Perkins Vocational Education Act 1984, *Job Training Partnership Act 1982, North Carolina

An evaluation is presented of the adequacy and effectiveness of the vocational education program delivery systems in the State of North Carolina assisted under the Carl D. Perkins Vocational Education Act (VEA) and under the Job Training Partnership Act (JTPA). Evaluation was conducted through analysis of seven reports issued by various state agencies in connection with these two programs. Some of the findings and recommendations issued by the council are as follows: (1) the delivery systems in North Carolina are not organized and administered so that VEA and JTPA are as adequate or effective as they could be and, therefore, the General Assembly should be asked to exercise its authority over the JTPA in order to focus the funds for training; (2) there is limited coordination

between the two programs and no compelling need for two different pieces of federal legislation and, therefore, states should ask Congress for new legislation to combine the two programs; (3) lack of coordination between the two programs has been enlarged at the state level and, therefore, the State Job Training Coordinating Council should be established as an independent unit to implement the VEA and JTPA in a more effective way; and (4) there have been limited efforts to coordinate the two programs and, therefore, the administration of the JTPA should be reorganized and located in the Division of Vocational Education. (KC)

ED 312 437 CE 053 519

Alexander, Constance

The Alliance for Employee Growth and Development: A Joint Venture that Works. Labor-Management Cooperation Brief No. 17. Reports on Significant Literature and Events.

Bureau of Labor-Management Relations and Cooperative Programs (DOL), Washington, DC. Pub Date—Aug 89

Note—7p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Career Change, Career Development, Career Guidance, Career Planning, *Dislocated Workers, Dismissal (Personnel), *Employer Employee Relationship, Employment Counselors, Employment Practices, *Job Layoff, Job Placement, *Outplacement Services (Employment), Quality of Working Life, *Retraining, Unions, Work Environment.

Identifiers—American Telephone and Telegraph Company, Communications Workers of America, International Brotherhood of Electrical Workers. This document reports on the Alliance for Employee Growth and Development, which is a partnership among the American Telephone and Telegraph Company (AT&T), the Communications Workers of America, and the International Brotherhood of Electrical Workers. After an introduction, the first section of the report describes how the alliance originated in response to AT&T employees' need to find jobs, transfer skills, and acquire new skills after court-ordered divestiture of the company in 1982. The alliance mission statement is also provided. The second section explains the relationship between the national co-executive directors, the director, and the 226 alliance local committees. The third and fourth sections describe the first alliance activity, which was to respond to the announced closing of AT&T's international operators, center in Springfield, Massachusetts, in October 1987. The alliance program model is also described. The next sections describe alliance activities that followed the announcement of layoffs at the Merrimack Valley Works in North Andover, Massachusetts and the closing of AT&T facilities at Rapid City, South Dakota, both in 1987; and the transition of AT&T operator services to new technology in 1988, which necessitated retraining or finding jobs for approximately 8,000 former operators. The last section emphasizes that the alliance is intended to help employees manage their careers at all times, not only when they are faced with a layoff. (CML)

ED 312 438 CE 053 521

Garber, Nicholas J. Gadirov, Ravi

Speed Variance and Its Influence on Accidents. AAA Foundation for Traffic Safety, Washington, DC.

Pub Date—Jul 88

Note—69p.

Available from—AAA Foundation for Traffic Safety, 1730 M Street, N.W., Suite 401, Washington, DC 20036.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Motor Vehicles, *Road Construction, Safety Education, Signs, Traffic Accidents, *Traffic Control, *Traffic Safety, *Vehicular Traffic. Identifiers—*Speeding, *Speed Variance.

A study was conducted to investigate the traffic engineering factors that influence speed variance and to determine to what extent speed variance affects accident rates. Detailed analyses were carried out to relate speed variance with posted speed limit, design speeds, and other traffic variables. The major factor identified was the difference between the design speed of the highway and the posted speed limit. It was determined that speed variance will be minimal if the posted speed limit is between 6 and 12 miles per hour lower than the design speed, and

that outside this range, speed variance increases with increasing difference between the design speed and the posted speed limit. Other findings were that: (1) drivers tend to go at increasing speeds as roadway geometric characteristics improve, regardless of the posted speed limit; and (2) accident rates do not necessarily increase with increase in average speed but do increase with increase in speed variance. The results can be used to estimate changes in speed variance due to changes in traffic characteristics and, therefore, can provide traffic engineers with a means for controlling speed variance due to minimize accidents. (Author/KC)

ED 312 439 CE 053 522

Maljetti, James L. Winter, Darlene J.

Safe and Unsafe Performance of Older Drivers: A Descriptive Study.

Columbia Univ., New York, N.Y. Teachers College. Spons Agency—AAA Foundation for Traffic Safety, Falls Church, Va. Pub Date—87

Note—157p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Critical Incidents Method, *Driver Education, Motor Vehicles, Observation, *Older Adults, *Traffic Accidents, *Traffic Safety. Identifiers—*Driver Performance.

This document describes a study that used the "critical incident technique" to define and produce a descriptive classification of safe and unsafe driving behavior exhibited by adults and to organize these descriptions for use in older driver improvement courses and other educational activities. An introduction describes the study's purpose and the critical incident technique. A section on methodology describes the study sample, data collection methods, the analysis of critical incidents, and interjudge reliability. The section on results describes the study's limitations, presents the driving behaviors identified by the study in tabular form as representing a taxonomy made up of three major categories (driving practices, physical conditions, and attitude) and 35 subcategories, and provides a detailed discussion of each of these categories. Forty-four references and four appendices are included. Appendices A-C contain the data collection forms on which critical incidents were collected, instructions for the forms, instructions for a test of interjudge reliability, and the list of prime categories the subcategories. Appendix D, which constitutes over half the document, contains descriptions of safe and unsafe driving practices selected from the more than 1,000 collected during the study. Most appear in the words in which they were received from the participants who described the critical incidents and all are organized by category and subcategory. (CML)

ED 312 440 CE 053 523

Practical Arts Curriculum, Grades 8 and 9. Business Education, Personal and Public Services, Technical/Occupational, Integrated Occupational Program. Teacher Resource Manual. Interim.

Alberta Dept. of Education, Edmonton. Curriculum Branch.

Report No.—ISBN-0-7732-0084-3

Pub Date—89

Note—523p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—*Business Education, Career Development, Educational Resources, Grade 8, Grade 9, *Integrated Curriculum, Junior High Schools, *Learning Activities, *Prevocational Education, Public Service Occupations, *Service Occupations, State Curriculum Guides, Teaching Methods, *Technical Occupations, Units of Study. Identifiers—Alberta.

This teacher's manual is designed to serve as a practical planning and instructional tool to assist teachers in implementing each of the three components of the Integrated Occupational Program in Practical Arts, Grades 8 and 9, in Alberta (business education, personal and public services, and technical occupations). Information on using the manual includes course sequencing; a matrix relating thematic learning activities for the three courses to concepts, skills, and attitudes in five areas (career awareness, human relations, organization and planning, entrepreneurship, and work skills); and matrices relating the thematic units to occupational clusters with objectives and student activities. Following sections provide 10 resources and details on

22 teaching strategies. The bulk of the document presents learning activities for each of the three courses. The learning activities consist of grade level, time, learning objectives, concepts and activities, student and teacher resources, teacher background information, teacher and student activities, information sheets illustrated with line drawings, quizzes, and checklists. (KC)

ED 312 441 CE 053 524

Latta, E. Michael

The Clash of Ideas Is the Sound of Freedom: A Statement on the Vocational Education Study.

North Carolina State Advisory Council on Vocational Education, Raleigh.

Pub Date—20 Feb 87

Note—51p.; For a related document, see ED 281 037.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advisory Committees, *Educational Administration, *Educational Change, *Educational Policy, Higher Education, *Politics of Education, Secondary Education, *State Departments of Education, State Government, State Legislation, State Officials, *Vocational Education.

Identifiers—*North Carolina.

Only time will tell whether state and local policy makers in North Carolina will decide to implement some or all of the 25 recommendations for vocational education made in "Vocational Education Study: Final Report," released in November 1986 by the Research Triangle Institute. If their reaction is similar to that for previously made recommendations, the policy makers will give these recommendations little attention. But perhaps these recommendations are different in that they have already been the subject of four hearings throughout the state, and eight other reports during 1986 have reinforced the overall tone of the study. That tone is that vocational education is an essential program for the public schools; it is the major program thrust of community colleges; it is a teacher education area that needs special attention by the universities and colleges in the state; and it is available for the clientele of nearly nine state departments. The State Advisory Council on Vocational Education supports (or agrees in concept with) the recommendations and points out that of the study's 25 recommendations, the council had already made recommendations similar, at least in part, to 19. The council believes that its own recommendations made over the years would be easier to implement and would have a more immediate, as well as long-term effect, than those proposed in the study. (CML)

ED 312 442 CE 053 526

Virginia Vocational Education Reporting System.

User's Manual.

Virginia State Dept. of Education, Richmond.

Pub Date—Jul 89

Note—85p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Disabilities, Disadvantaged, *Educational Demand, *Enrollment, *Enrollment Rate, Enrollment Trends, Full Time Equivalency, Participation, *Records (Forms), School Registration, Secondary Education, *Vocational Education.

Identifiers—*Virginia, *Vocational Education Reporting System.

This document explains how to complete the following forms that are part of the Vocational Education Reporting System (VERS) in Virginia: (1) Fall Report of Teachers (VERS 5); (2) Secondary Enrollment/Demographic Form (SEDF); (3) Adult Class Enrollment Form (VERS 6); and (4) Disadvantaged/Handicapped Student Identification Data Form (SIDF-D/H). After an introduction that explains how the information on these forms is used and how to mark the machine-readable forms, the completion of the forms (in the order they are listed above) is explained. In the sections on how to complete each form, general information and specific instructions for most form items are given. Examples are provided, as well as samples of the forms. The instructions are addressed to teachers or VERS coordinators, as appropriate. Appendix A contains CIP codes, vocational education course codes, and nonteaching assignment codes. Appendix B contains codes for counties and codes for special divisions. (CML)

ED 312 443

CE 053 529

RIE APR 1990

Sales Fundamentals Guide.

North Carolina State Dept. of Public Instruction,
Raleigh, Div. of Vocational Education.

Pub Date—89

Note—192p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Business Education, Competence, Economics, Free Enterprise System, High Schools, Learning Activities, Merchandising, *Salesmanship, *Sales Occupations, *Sales Workers, Student Educational Objectives, Student Evaluation, Units of Study

This curriculum guide is designed as a resource for marketing education teachers in planning and teaching a course on sales fundamentals for students in grades 10-12 who are interested in a sales career. Internships, simulations, and co-op experiences may be used to expand practical application of the course. The student course objectives are to (1) make realistic decisions about their future in a sales career; (2) increase their sales competence through classroom instruction, individual projects, and other occupational experiences; (3) develop initiative and other desirable traits necessary to become a successful salesperson; and (4) develop their desire to further their education in their chosen marketing field. This guide consists of the following units of instruction: (1) Overview of Sales Fundamentals; (2) Free Enterprise/Economics; (3) The Customer and the Merchandise; (4) Steps of a Sale; (5) Sales Supporting Activities; and (6) Career Planning. Each unit of instruction consists of the following sections: a table of contents; the competency goal statement and competency objectives; a content/teaching outline; student activities; evaluation measures; a key to the test items; and references. (NLL)

ED 312 444

CE 053 530

Artwohl, Mary Jane

What Research Says about Keyboarding Skills and Computer Anxiety.

Pub Date—89

Note—15p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anxiety, Attitudes, *Computer Literacy, Computer Oriented Programs, Elementary Secondary Education, Females, *Keyboarding (Data Entry), Males, *Microcomputers, *Typewriting

Identifiers—*Computer Anxiety

A literature search identified 14 studies that were examined concerning keyboarding and computer anxiety. Although research on the relationship between keyboarding skills and computer anxiety is scarce, studies are being conducted to measure the effects of basic keyboarding skills on increased productivity. In addition, research is being performed on the effects of anxiety and its remediation through training. The research reviewed indicates that keyboarding is a basic skill related to the efficient use of computers. Familiarity with this skill, in turn, stimulates interest and enables concentration to be focused on the task to be accomplished, thereby increasing awareness and understanding about computers and decreasing anxiety. One study found that although keyboarding skills did not lead to conceptual understanding of computers, typists were significantly more likely to understand future office computer use than nontypists. In contrast to the lack of literature on formal research relating keyboarding skill to lessening of computer anxiety is the availability of articles stressing the benefits of implementing a program in basic keyboarding skills as a prerequisite to computer use, but these benefits are not quantified. (32 references.) (KC)

ED 312 445

CE 053 533

Peoto, Allan E.

An Exploratory Study of Nonparticipation by Older Adults in Organized Educational Activities.

Pub Date—6 Oct 89

Note—17p.; Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 1-7, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Adult Education, Continuing Education Centers, *Course Selection (Students), *Educational Demand, Educational Gerontology, Educationally Disadvantaged, Independent Study, *Lifelong Learning, Self Esteem, Student Recruitment, *Young Old Adults

Identifiers—*Nonparticipation, Texas (Houston)

A qualitative study of adults aged 65-74 investigated why few of them participated in organized educational activities. Interviews were conducted with 33 individuals at seven senior citizen centers in or near Houston, Texas. They included eight Caucasian females, six Black females, nine Hispanic females, one Oriental female, five Hispanic males, and four Black males. None of them had participated in organized educational activities. Only the center in an upper middle-class, predominantly white area offered a variety of courses; those in the areas that ranged from being predominantly Black or predominantly Hispanic to being almost racially balanced offered only an English as a second language course. Among the 33 individuals, 19 made comments that indicated that a poor self-image kept them from participating, and 21 lacked interest in the kinds of course that were offered. They were not interested in arts and crafts courses, which in the words of one participant "are for old people." They were interested in courses on computers, drama, literature, history, government, languages, reading, writing, math, and current events—courses that would "keep them in touch with the world." Additional findings were that self-directed learning was the preferred method for many, continuing education was seen as very important to 25 of them, and lack of formal education was not a barrier to participation. (Sixteen references are included.) (CML)

ED 312 446

CE 053 534

Single Parents and Homemakers Effectiveness Study.

Indiana State Commission on Vocational and Technical Education, Indianapolis.

Pub Date—89

Note—45p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Curriculum Design, Day Care, *Displaced Homemakers, Employment Potential, *Individual Needs, Job Skills, *One Parent Family, *Program Attitudes, Program Content, Program Design, *Program Effectiveness, Vocational Education

Identifiers—Indiana

A study was conducted to examine the effectiveness of 2 years of single parent and homemaker projects in Indiana. Methodology involved on-site visitation to each of the 14 projects and interviews with 48 project staff and 75 participants. Major findings of the study were as follows: (1) services and activities provided by all the projects have been referral to vocational education, personal counseling, workshops, and subsidies for tuition and fees as well as materials and supplies; (2) 99 percent of the participants rated the projects' services as helpful; (3) the unmet need most frequently reported was child care; (4) the most positive effect of the projects was personal change; (5) the circumstances that contributed the most to project impact were flexible guidelines to meet individual needs and networking with local agencies and the community; (6) the circumstances that most limited impact were limited funding and lack of child care; (7) the major strength of the projects was a caring, capable, committed staff; and (8) the most frequently cited project weakness was limited staff/time in a labor intensive activity. Among recommendations made were the following: (1) that the holistic approaches currently being used be continued; (2) that a statewide participant follow-up system be developed; (3) that staff development efforts be emphasized; and (4) that the projects capitalize upon the emerging commonalities between the Single Parent/Homemaker and Gender Equity Initiatives in Indiana. (Nine appendices containing interview/questionnaire data are included.) (NLL)

ED 312 447

CE 053 535

Jobs for Indiana's Future. Executive Report.

Jobs for the Future, Inc., West Somerville, MA. Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; Indiana State Commission on Vocational and Technical Education, Indianapolis.

Pub Date—Aug 89

Grant—99-9-3485-98-009-02

Note—50p.

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Economic Change, Economic Development, Economic Research, *Educational Improvement, *Educational Needs, *Futures (of Society), *Human Capital, Industry, Job Skills, Job Training, Labor Economics, Labor Market, *Labor Needs, Planning, Planning Commissions, Skill Development, State Surveys, *Vocational Education

Identifiers—*Indiana

This report summarizes the work of the Jobs for Indiana's Future (JIF) program, designed to provide the Indiana Commission on Vocational and Technical Education (ICVTE) with assistance in planning for the future by enhancing ICVTE's capacity to guide Indiana's human capital investment strategy. The JIF program undertook an extensive analysis of economic and work force issues which involved the following tasks: preparing a comprehensive economic analysis of Indiana and each of 12 substate regions; convening meetings of key collectors and users of labor market information; administering a survey to 7,000 business firms; conducting in-depth interviews with chief executive officers and other key personnel in firms whose competitiveness is essential to the Indiana economy; holding interviews and discussions with educators, economic development planners, and other state and local leaders from business and labor; conducting a series of focused discussions with Indiana citizens; administering a survey to Indiana workers; and preparing an extensive communication program for the public. The resulting action plan was based on the following six strategies for success: (1) build a vocational learning system; (2) target job related learning to the jobs and skills of the future, not of the past; (3) ensure the quality of vocational education graduates so that being a vocational education graduate is synonymous with having state-of-the-art critical thinking and other future skills; (4) support and strengthen economic development activities within the state; (5) encourage greater involvement from the private sector; and (6) communicate the need to prepare Indiana for a competitive future. (NLL)

ED 312 448

CE 053 536

Identification of Occupational Areas for Indiana's Future. Final Report of the Technology Forecasting Task Force.

Indiana State Commission on Vocational and Technical Education, Indianapolis.

Pub Date—89

Note—42p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Agriculture, *Educational Needs, *Emerging Occupations, *Futures (of Society), Health Occupations, Information Technology, Job Skills, Labor Market, *Labor Needs, *Long Range Planning, Manufacturing Industry, Prediction, Relevance (Education), Science and Society, Technological Advancement, *Vocational Education

Identifiers—*Indiana

A task force representing the Indiana private sector was convened for two purposes: to (1) identify the impact of technology on required worker skills, the labor market, and the vocational education, training, and employment system; and (2) identify occupational areas that should be future growth areas for the state. Task force members reviewed local, state, and national occupational projections; labor market information; current demographic information and projections; and employment trends. In order to validate their preliminary data, the task force then conducted a survey of 32 professional, state, and academic organizations and groups, of which 17 responded for a response rate of 53%. As a result of the survey, the task force revised their data and developed recommendations based on survey responses. Overall, they accomplished the following tasks: (1) defined three occupational levels (operators, maintainers, and developers); (2) identified occupational areas for Indiana's future (health, industrial by-products, data processing, manufacturing, agriculture, management, service industries, transportation, and sales/marketing); (3) identified skills needed across all businesses and industries (computer literacy; technological literacy; ability to increase productivity in an environment of limited resources and increased competition; increased skills in mathematics, communications, reading, applied science, and reasoning; skills required to respond to unpredictable circumstances; and skills in electronics, fabrication, and use and understanding of data processing/artificial intelligence applications for manufacturing, health technology, and

data processing); (4) listed their general concerns regarding long-range forecasting; occupational forecasting; career ladders, supply, demand, and quality; and barriers to career planning and advancement; and (5) made recommendations concerning education and training for Indiana's future. (Six appendices provide a list of members of the task force; a list of Dictionary of Occupational Titles job descriptions for the occupations identified by the task force; a summary of comments on the survey; a list of survey respondents by institution; and a list of materials reviewed by the task force.) (NLL)

ED 312 449 CE 053 538

Baird, David A.

Industrial Arts and Technology.

Pub Date—Nov 89

Note—16p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, *Educational Improvement, *Educational Needs, Educational Philosophy, *Educational Trends, Elementary Secondary Education, Futures (of Society), *Industrial Arts, Technical Education, Technological Advancement, *Technology, *Trade and Industrial Education

Increased emphasis on academic and mathematical skills in high school courses such as "technology education" appeal only to the above average and motivated students, leaving a large majority of less-able students with a distorted view of future jobs, which do not, in fact, require such an academic approach. At the same time, industrial arts courses, which could provide the skills needed by more students, are less favored. Even if most new jobs are in the service and sales sectors, workers will need to understand the products they sell. Industrial arts and technology are not diametrically opposed. A great deal of common ground exists between the two possible extremes. For example, several proponents of technology believe that a hands-on, project-oriented approach is necessary in order to reach the student. The real difference between industrial technology education and industrial arts is focus. Industrial technology education advocates want to focus on technology, its effects on society, and the effects of people on it. Industrial arts supporters prefer a focus on the materials and processes of industry. However, the current focus in the United States is on educating the whole child, and it would seem necessary to include both industrial technology and traditional skills as a sufficiently diverse background to allow students to grow and change. Therefore, the best of each approach should be selected and included in an overall strategy for educating students of all ages. (KC)

ED 312 450 CE 053 542

Woodrow, Anne

Skills Assessment and Vocational Guidance for the Unemployed.

Further Education Unit, London (England).

Report No.—ISBN-1-85338-143-8

Pub Date—89

Note—59p; Document contains colored type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Career Guidance, Employment Experience, Employment Potential, *Employment Qualifications, Foreign Countries, *Job Search Methods, *Portfolios (Background Materials), *Resumes (Personal), Self Evaluation (Individuals), Unemployment

Identifiers—*Great Britain

This document describes a British REPLAN program to help unemployed adults articulate and record in a personal portfolio their experience relevant to employment or education in order to help them convince employers or educators that they can do the job or benefit from the training. (REPLAN promotes educational opportunities for unemployed adults.) The document consists of seven sections, material from three case studies, and two appendices. The introduction states the project's objectives, methodology, and target groups. Section 2 describes how project services were delivered. Staff and curriculum are covered in section 3. Section 4 describes a survey of 23 employers in the Bristol area aimed at gathering data on recruitment practices, employment trends, specific job information, and the employers' response to the portfolio. Section 5 covers the participants' response to the project and the impact of the project on other services for unemployed adults. Conclusions and recommendations are presented in sections 6 and 7, respectively. The three case studies describe individual project workshops in detail. Appendix A contains an example of a portfolio developed by a participant at one of the workshops. Appendix B contains the employer survey and its findings. (CML)

tions 6 and 7, respectively. The three case studies describe individual project workshops in detail. Appendix A contains an example of a portfolio developed by a participant at one of the workshops. Appendix B contains the employer survey and its findings. (CML)

ED 312 451

Fritsch, Helmut

PC Tutor. Bericht über ein PC-gestütztes Tutoriensystem = PC Tutor. Report on a Tutoring System with Personal Computer. ZIFF Papiere 75.

FernUniversität, Hagen (West Germany). Zentrale Inst. für Fernstudienforschung Arbeitsbereich.

Pub Date—Sep 89

Note—57p.

Language—English; German

Pub Type—Reports - Research (143) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Instruction, *Computer Assisted Instruction, Computer Managed Instruction, *Distance Education, *English (Second Language), *Feedback, Foreign Countries, Higher Education, Individualized Instruction, Learning Modules, Microcomputers, Outcomes of Education, *Second Language Instruction, Tutoring

Identifiers—*Error Correction (Language), West Germany

A project was conducted to increase as well as to professionalize communication between tutors and learners in a West German university's distance education program by the use of personal computers. Two tutors worked on the systematic development of a PC-based correcting system. The goal, apart from developing general language skills in English, was to prepare a plan that would comprise the development of texts for study, development of assignments related to the learning objectives, testing procedures, the everyday handling of the course, and the different kinds of evaluation. Through an advertisement in the student newsletter, 200 students with at least 4 years of learning English were recruited. It was decided that (1) tutors would correct assignments on the day they arrived from students; (2) tutors would provide personal comments to students to increase the feeling of personal contact; and (3) tutors would provide error-oriented tutoring. Other objectives were professionalization of commenting, keeping the system open, and decentralized handling and documentation. Evaluation of the course showed that completion rates nearly doubled compared with a similar course the year before, the only difference being the individualized correction service via personal computer. (Text appears in German and in English. Appendices contain the questionnaire and samples of the text-modules, a sample commentary letter, and scores from the data bank.) (KC)

ED 312 452

Doerfert, F. Ed. And Others

Short Descriptions of Selected Distance-Education Institutions.

FernUniversität, Hagen (West Germany). Zentrale Inst. für Fernstudienforschung Arbeitsbereich.

Pub Date—Jun 89

Note—751p.

Pub Type—Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF04/PC31 Plus Postage.

Descriptors—*College Programs, Correspondence Schools, Developed Nations, Developing Nations, *Distance Education, Extension Education, *External Degree Programs, *Foreign Countries, Independent Study, Nontraditional Education, Part Time Students, Postsecondary Education, Program Descriptions, *Program Implementation, *Teaching Methods, Telecommunications, Telecourses

This report contains short descriptions of about 200 selected distance education institutions throughout the world. Most of the descriptions are based on questionnaires completed by members of the institutions as well as on corrections of and comments on a preliminary version of the descriptions. Descriptions contain some or all of the following information: institution name and address, ownership and type of institution, number of courses, educational level of courses, subject areas of courses, number of learners currently enrolled, relative importance of face-to-face contact, flexibility in pacing and teaching methods, media used for teaching, participants of course teams, local study centers, evaluation of courses and media, flexibility of curriculum, elements of two-way communication, media used in two-way communication, counseling, and tutoring, measures to reduce the nonstarter and dropout rates, type of continuous assessment, terminating of courses with examinations, average turnaround time for tutor's corrections and comments on assignments, types of items for the assignments, comments upon the assignments submitted, use of computers for correction and comments, success rate, and nonstarter rate. Countries represented are Algeria, Argentina, Australia, Austria, Belgium, Bolivia, Botswana, Brazil, Canada, Chile, China, Colombia, Costa Rica, Denmark, Dominican Republic, Fiji, Finland, France, West Germany, Ghana, Great Britain, Hong Kong, India, Indonesia, Ireland, Israel, Italy, Jamaica, Japan, Malawi, Mexico, Netherlands, Nigeria, Norway, Peru, Poland, Portugal, Senegal, Singapore, South Africa, Spain, Sri Lanka, Sweden, Tanzania, Thailand, Turkey, Uruguay, United States, Venezuela, Yugoslavia, Zambia, and Zimbabwe. (KC)

ation of courses and media, flexibility of curriculum, elements of two-way communication, media used in two-way communication, counseling, and tutoring, measures to reduce the nonstarter and dropout rates, type of continuous assessment, terminating of courses with examinations, average turnaround time for tutor's corrections and comments on assignments, types of items for the assignments, comments upon the assignments submitted, use of computers for correction and comments, success rate, and nonstarter rate. Countries represented are Algeria, Argentina, Australia, Austria, Belgium, Bolivia, Botswana, Brazil, Canada, Chile, China, Colombia, Costa Rica, Denmark, Dominican Republic, Fiji, Finland, France, West Germany, Ghana, Great Britain, Hong Kong, India, Indonesia, Ireland, Israel, Italy, Jamaica, Japan, Malawi, Mexico, Netherlands, Nigeria, Norway, Peru, Poland, Portugal, Senegal, Singapore, South Africa, Spain, Sri Lanka, Sweden, Tanzania, Thailand, Turkey, Uruguay, United States, Venezuela, Yugoslavia, Zambia, and Zimbabwe. (KC)

ED 312 453

Koschak, F. Paul

Stress and Stress Management in Contemporary

Adult Education: A Commentary.

Pub Date—89

Note—22p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Andragogy, Counseling Techniques, Higher Education, *Nontraditional Students, Psychological Patterns, Reentry Students, *Stress Management, *Stress Variables, *Teacher Behavior, *Teacher Influence

The stress felt by older students in higher education should be addressed by educators and members of the helping professions. The word stress is related to "distress" and perhaps best describes what substantial numbers of adult learners experience when returning to school. For instance, researchers have found graduate students to be particularly vulnerable to emotional maladies such as loneliness, severe anxiety, role confusion, and alienation. The following may be the causes or explanations of stress among older students: (1) biological reasons, such as less stamina, less resistance to fatigue, and serious health problems; (2) time-limited, speed-related performance tasks such as classroom tests; (3) having to memorize and recall specific factual data; (4) the threat to self-esteem represented by possible failure; and (5) the group dynamics within a classroom of younger students. Recent research by J. James seems to bear out Malcolm Knowles' contention that instructor behavior is probably the most important single variable in creating or avoiding stress in adult learning situations. Humor is an effective mediator of mild stress. A program at the University of Maryland helped provide graduate students with effective skills for dealing with stress. Jacobson's progressive relaxation method may be helpful, as may be the instructor's treatment of adult learners as intellectual equals and fellow "seekers of knowledge." (The document contains a 25-item bibliography.) (CML)

ED 312 454

Imel, Susan

Employers' Expectations of Vocational Education.

ERIC Digest No. 90.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-89-90

Pub Date—89

Contract—R188062005

Note—4p; For an earlier version of this document, see ED 252 963.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Communication Skills, Computer Literacy, Decision Making Skills, Educational Assessment, Educational Benefits, Educational Improvement, *Education Work Relationship, *Employer Attitudes, *Employment Potential, Employment Qualifications, *Job Skills, *Outcomes of Education, Postsecondary Education, Problem Solving, Program Evaluation, *School Business Relationship, Secondary Education, Vocational Education

Identifiers—ERIC Digests

Employers expect their employees to have basic skills in reading, writing, and math; speaking and

listening skills; problem-solving ability; employability skills; reasoning skills; leadership skills; computer literacy; interpersonal skills; ability-to-learn/learning-how-to-learn skills; and collaborative/teamwork skills. How well do employers think vocational education is preparing its graduates? Results of studies conducted since 1985 demonstrate that employers continue to view vocational graduates favorably. The following recommendations for improving vocational education were offered by three recent studies: (1) more communication and closer collaboration between business/industry and education; (2) more and better publicity concerning vocational education so that its image can be improved; (3) integration of reading, writing, and math instruction into vocational instruction; (4) identification of and instruction in a common core of employability skills that are transferable across occupations, including problem-solving and decision-making skills necessary for getting and keeping a job; (5) more opportunities for supervised work experience; and (6) emphasis on applied basic skills and employability skills in secondary programs and technical skills in postsecondary programs. (Ten references are included.) (CML)

ED 312 455

CE 053 549

Kerka, Sandra

Cooperative Education: Characteristics and Effectiveness. ERIC Digest No. 91.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-89-91

Pub Date—89

Contract—R188062005

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Education, Cooperative Programs, Educational Benefits, Educational Cooperation, *Education Work Relationship, Experiential Learning, Field Experience Programs, *Instructor Coordinators, Outcomes of Education, Postsecondary Education, *Program Effectiveness, Relevance (Education), *School Business Relationship, Secondary Education, Vocational Education, *Work Experience Programs

Cooperative education can enhance classroom instruction by providing practical work experience that is relevant to students' career goals. Among co-op's benefits to students are increased relevance of learning and motivation for study; improved self-reliance, self-confidence, and responsibility; contacts with potential employers; and higher starting salary after graduation. Among the benefits to participating institutions are improved relationships with business and the community; enhanced student retention and graduate placement; workplace-tested curriculum; and less need to maintain expensive state-of-the-art facilities. Among the benefits to employers are effective screening and recruitment; higher employee retention and productivity; and improved public relations. Co-op education appears to work best in metropolitan settings, in community colleges, and for students who major in engineering, business, and health occupations. However, fewer than 2 percent of all full-time postsecondary students and no more than 10 percent of all secondary vocational education students are involved in co-op programs. Some research on the effects of co-op education has been criticized for methodological weaknesses. Among the suggestions for increasing co-op's impact are to recruit larger numbers of the students most likely to benefit from it and to promote co-op as a viable alternative to heavy borrowing for college expenses. (Eleven references are included.) (CML)

ED 312 456

CE 053 550

Kerka, Sandra

Women, Work, and Literacy. ERIC Digest No. 92.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-89-92

Pub Date—89

Contract—R188062005

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Basic Skills, Educational Benefits, *Education Work Relationship, Employment Potential, Employment Qualifications, *Females, Functional Literacy, *Job Training, Labor Force Development, *Literacy Education, *One Parent Family, Social Services

Identifiers—*Workplace Literacy

The numbers of women with low literacy levels, the increased labor force participation of women, and increasing literacy requirements on the job make the case for the inclusion of a literacy component in employment programs for women. Such programs should strive to be comprehensive, learner-centered, flexible, standards-based, and linked to activities that advocate public policy issues that shape literacy services. Wider Opportunities for Women, an organization that seeks to expand employment opportunities for women, developed a program model based on case studies of five literacy programs that focus on the needs of low-income single mothers. The model, which can be used with other women, attacks the many internal barriers (such as low self-esteem, self-doubt about ability to learn, and guilt about taking time from their families for self-improvement) and external barriers (such as housing problems, financial and health difficulties, and the need for child care and transportation) faced by women in need of both literacy and job training. The five steps to the model (assessing, shaping the program, getting started, delivering services, measuring impact, and advocating public policy changes) are influenced by research showing that the comprehensive needs of the woman and her family must be addressed in order to have success in both literacy and employment readiness—because the women usually cannot focus on literacy as an isolated goal. (The document includes five references.) (CML)

ED 312 457

CE 053 551

Lowry, Cheryl Meredith

Supporting and Facilitating Self-Directed Learning. ERIC Digest No. 93.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-89-93

Pub Date—89

Contract—R188062005

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Educators, Autoinstructional Aids, Independent Reading, *Independent Study, *Lifelong Learning, Locus of Control, *Open Education, *Personal Autonomy, Student Projects, Study Guides, *Teacher Role

Self-directed learning has been a high-interest topic within the field of adult education for the last decade. The following are among suggestions writers have made about how adult educators can best facilitate self-directed learning: (1) encourage learners to appreciate that they can act on their world individually or collectively to transform it; (2) negotiate a learning contract for goals, strategies, and evaluation criteria with learners; (3) be a manager of the learning experience rather than an information provider; (4) provide examples of previously acceptable work; (5) teach inquiry skills, decision making, personal development, and self-evaluation of work; (6) help learners locate resources; (7) help learners develop feelings of independence relative to learning; (8) use techniques such as field experience and problem solving that take advantage of adults' rich experience base; (9) develop high-quality learning guides; (10) encourage critical thinking skills by incorporating such activities as seminars; and (11) create an atmosphere of openness and trust to promote better performance. The following are among suggestions for institutions and employers: (1) meet regularly with panels of experts who can suggest curricula and evaluation criteria; (2) obtain the necessary tools to assess learners' current performance and to evaluate their expected performance; (3) recognize and reward learners when they have met their learning objectives; and (4) promote learning networks. (The document includes 13 references.) (CML)

ED 312 458

CE 053 556

Breazeale, Don

Perceptions and Attitudes of Farmers and Ranchers Concerning Texas Agricultural Extension

Service Computer-Based Farm Management Short Courses and Software. A Summary Report of Research. Department Information Bulletin 89-2.

Texas A and M Univ., College Station. Dept. of Agricultural Economics; Texas A and M Univ., College Station. Dept. of Agricultural Education; Texas A and M Univ., College Station. Texas Agricultural Extension Service.

Pub Date—Oct 89

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Computer Oriented Programs, *Computer Software, Farmers, *Farm Management, *Management Information Systems, *Minicourses, *Participant Satisfaction, Rural Extension, *User Satisfaction (Information) Identifiers—Texas

A questionnaire was sent to 1,705 Texas farmers and ranchers who had either purchased farm management software provided by the Texas Agricultural Extension Service (purchasers) or had participated in Extension Service short courses and had purchased farm management software (participant-purchasers). A total of 489 farmers/ranchers responded. Results indicated that the two groups differed little between themselves, but that they differed from the general Texas farming/ranching community. In particular: (1) the study groups had a higher level of education and higher gross on-farm income; (2) 62 percent of the study groups reported livestock as their major agricultural activity compared to 74 percent for the general population; (3) both purchasers and participant-purchasers had owned a computer for longer than 4 years, had spent about the same amount on computer-related training, and believed that their computers had already paid for themselves; (4) more purchasers than participant-purchasers indicated that their major agricultural activity was livestock; (5) the study groups were satisfied with the farm management software and short courses; (6) respondents were able to incorporate software into their farming and ranching operations; and (7) respondents indicated a high level of use and knowledge of farm business management tools. (74 references) (NLL)

ED 312 459

CE 053 559

Erekson, Thomas L. McAlister, Brian K.

Supply and Demand for University Technology Faculty: 1986-87 Position Vacancy and Search Results Analysis. Research in Technology Education Series-Report #2.

Illinois Univ., Champaign. Dept. of Vocational and Technical Education.

Pub Date—Jun 88

Note—12p.; For 1987-88 study, see CE 053 560.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Rank (Professional), *College Faculty, Competitive Selection, *Education Work Relationship, Employment Interviews, Faculty College Relationship, Higher Education, Labor Market, *Personnel Selection, Professional Occupations, Search Committees (Personnel), Teacher Supply and Demand, Technical Education, *Trade and Industrial Teachers, Universities

A study examined the search for university technology faculty members during 1986-87. The 71 position announcements in departments listed in the Industrial Teacher Education Directory and/or the Chronicle of Higher Education were analyzed. The heads of those departments were surveyed to find out the status of the search and the characteristics of those hired. The response rate for the survey was 95.8 percent. The following were among the study's findings: (1) only 66.2 percent of the responding departments had filled their vacancy; (2) the number of applications received for each position ranged from 2 to 40, with one exception being a department that received 120 applications; (3) about two-fifths of the respondents reported receiving four or fewer applications per position from thoroughly qualified candidates; (4) 55.7 percent interviewed two or three candidates, 18 percent interviewed only one, and 16 percent interviewed four or five candidates; (5) the majority of successful candidates had doctorates; (6) 23 were hired at the rank of assistant professor, eight at associate professor, five at professor, seven at lecturer, and one with no rank; (7) the previous position most often held was employment at other universities; and (8) the candidates' technical expertise, doctorate, teaching experience, scholarly work, and recommendations were considered (in that order of importance) in the

16 Document Resumes

hiring decisions. (A list of six references is included in the document.) (CML)

ED 312 460 CE 053 560

McAlister, Brian K. Erikson, Thomas L.
Supply and Demand for University Technology
Faculty: 1967-88 Position Vacancy and Search
Results Analysis. Research in Technology Education
Series-Report #4.

Illinois Univ., Champaign. Dept. of Vocational and
Technical Education.

Pub Date—Dec 88

Note—13p; For 1986-87 study, see CE 053 559.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Rank (Professional), *College Faculty, Competitive Selection, *Education Work Relationship, Employment Interviews, Faculty College Relationship, Higher Education, Labor Market, *Personnel Selection, Professional Occupations, Search Committees (Personnel), Teacher Supply and Demand, Technical Education, *Trade and Industrial Teachers, Universities
A study examining the search for university technology faculty members during 1987-88 confirmed the finding of a similar study a year earlier that universities are having a difficult time hiring qualified faculty members. One hundred forty position announcements were analyzed. The heads of those departments were surveyed to find out the status of the search and the characteristics of those hired. The response rate for the survey was 92.9 percent. The following were among the study's findings: (1) only 56.86 percent of the responding departments had filled their vacancy, which was less than the percentage of vacancies filled during 1986-87 searches; (2) the number of applications received for each position ranged from 0 to 67, with an average of 17.3 applications; (3) about 59 percent of the department heads reported receiving four or fewer applications per position from thoroughly qualified candidates; (4) about 6 percent of the responding department heads said that more than 50 percent of the applicants were not U.S. citizens, but about 20 percent of them reported no applications from non-U.S. citizens; (5) the majority of successful candidates had doctorates; (6) the most common prior experience was employment at another university; and (7) the candidates' technical expertise, teaching experience, doctorate, recommendations, and scholarly work were considered (in that order of importance) in the hiring decisions. (A list of five references is included in the document.) (CML)

ED 312 461 CE 053 561

Anti-Racist Strategies in College and Community.

Further Education Unit, London (England).

Report No.—ISBN-1-85338-150-1

Pub Date—Sep 89

Note—7p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Development, *Community Education, Community Resources, Community Services, *Curriculum Development, Curriculum Evaluation, Foreign Countries, Higher Education, Inservice Teacher Education, Instructional Material Evaluation, Material Development, *Outreach Programs, Racial Attitudes, *Racial Bias, *Racial Discrimination, Racial Integration, Racial Relations
Identifiers—*Great Britain

This document summarizes what was learned from a 3-year Manchester (United Kingdom) project designed to combat racism in higher education and the community. The lessons learned from the study are intended to help other colleges focus on the issue of racism and how it can be tackled openly in a community education context. After some background information about the aims of the project, a section on staff development describes a course in which staff considered, among other issues, the "right" way for white staff to respond to black students who had experience with racism that the staff could not share. Lessons learned from the course are summarized in the document, as are working practices decided on by participants in a later seminar course. The findings of an evaluation of the courses are also reported. Curriculum development workshops are described, along with features that contributed to the workshops' success and a checklist for evaluating antiracist materials. A flowchart for developing antiracist curriculum appears. The last section of the document lists strategies undertaken by Central Manchester College in order to combat racism. Among the strategies de-

scribed are those concerning a development conference, college structures and policy implementation, administrative units on access and antiracism, curriculum development, and implementing curriculum change. Five examples of resulting courses are briefly described. (CML)

ED 312 462

Dohmen, Karin

Female and Male Attitudes to Profession, Family and Partnership. Results of 4 Opinion Questionnaires in West Germany.

Pub Date—Oct 89

Note—15p; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 1989).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Child Caregivers, Children, *Employed Parents, *Employment Level, *Employment Potential, *Females, Foreign Countries, *Males, Marriage, Occupational Aspiration, Sex Role, *Work Attitudes, Young Adults
Identifiers—*West Germany

The attitudes of today's West German women about family, profession, and society are framed in recent history, most of it negative to women. A survey of 538 West German women of different age groups conducted in 1985-86 showed that women thought it necessary that all women get vocational training. However, only 63 percent felt that a woman should take a job if she does not need to earn money. Possibly because of school schedules that send children home for a 2-hour lunch, 58 percent of the women think that mothers with small children must give up their jobs. More than half wished for equal part-time jobs for fathers and mothers. Three-fourths of the women believed that women did not get as good positions as men did because they did not like and did not use male behavior, whereas about half also saw the reason for women attaining lesser jobs as the handicapping condition of caring for children. Among the young women, many said they would not have children so that they could continue their careers, and many would not marry either, since they would not need a husband for economic support. A similar questionnaire completed by 529 young West German men in 1987 and 1988 showed that most would not take part-time work to help care for children; 59 percent were in favor of marriage. Finally, 76 percent of the young men said that women should give up their jobs when they have children. (KC)

ED 312 463

Expanding the Education Agenda. Meeting the

Lifelong Learning Needs of North Dakota's Work Force. A Report on the Recommendations of the Working Conference on Adult/Industry Education and Training (Bismarck, North Dakota, November 14-15, 1988).

North Dakota State Council on Vocational Education, Bismarck.

Pub Date—Nov 88

Note—70p.

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Education, Educational Finance, Educational Improvement, *Educational Needs, Educational Objectives, Educational Planning, *Job Training, Labor Needs, Postsecondary Education, Secondary Education, *Statewide Planning, *Trade and Industrial Education, *Vocational Education
Identifiers—*North Dakota

This report provides the text of panel discussions from a working conference on adult/industry education and training. Four key issues facing North Dakota's education providers are identified: (1) the need for expanded leadership, planning, and a vision for adult and industry education and training; (2) the need for increased financing, both in terms of allocation and dollars, for adult and industry education and training; (3) the need to know what the adult and industry education and training needs are from the business perspective; and (4) the need to provide greater program flexibility for adult and industry education and training. A series of recommendations is presented for each issue. The bulk of the document consists of appendices containing a matrix of North Dakota's work force and training system; the conference program and participant list; highlights from the keynote address, "How Big Is

the Challenge" (Leholm); weighted scores for 25 issues; the presentations of two legislative panelists (Hoffner, Richard), two private sector panelists (Gray, Kennitz), five state panelists (Dietz, Graham, Hirsch, Rodenbiker, Tracy), and four education panelists (Burchinal, Richardson, Sanstad, Barnhardt); and closing remarks (Anderson). (KC)

ED 312 464

Holzer, Harry J.

Unemployment, Vacancies and Local Labor Markets.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Report No.—ISBN-0-88099-072-4

Pub Date—89

Note—89p.

Available from—W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Business Cycles, Dislocated Workers, Employment Opportunities, *Employment Patterns, Government Role, Job Layoff, Labor Economics, *Labor Force, Labor Force Development, *Labor Market, *Labor Needs, *Labor Supply, Policy Formation, Public Policy, Structural Unemployment, *Unemployment
Identifiers—Employer Surveys

This monograph studies unemployment in relation to labor market vacancies throughout the United States, using a new set of data: the Survey of Firms from the Employment Opportunity Pilot Project, a labor market experiment conducted by the Department of Labor at 28 sites in 1979 and 1980. The monograph is organized in five chapters. The first chapter introduces the problem and explains the basis for the data analysis. Chapter 2 considers the characteristics of vacancies at the level of the firm. Chapter 3 turns to the relationship between unemployment rates and vacancy rates across local labor markets. Chapter 4 presents data on employment and sales growth for each of the 28 sites. The effects of recent demand shocks on local unemployment rates are then considered, as well as the role of persistent unemployment differences and migration. Chapter 5 contains a summary and conclusions, with implications for policy and further research. The document also includes a 48-item bibliography, an index, 27 tables, and 1 figure. (KC)

ED 312 465

Leigh, Duane E.

Assisting Displaced Workers. Do the States Have a Better Idea?

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Report No.—ISBN-0-88099-074-0

Pub Date—89

Note—175p.

Available from—W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Dislocated Workers, *Employment Programs, Federal Government, Federal Legislation, *Government Role, Job Layoff, *Job Training, Outplacement Services (Employment), Postsecondary Education, *Program Effectiveness, Program Implementation, Program Improvement, State Government, *State Programs, Unemployment, Unemployment Insurance

This monograph describes and evaluates state initiatives dealing with displaced workers. These initiatives include the provision of programs to retain jobs and encourage economic development, as well as reemployment assistance provided directly to workers in the form of retraining programs and job search workshops. The focus is on more innovative state initiatives. The monograph is organized in six chapters. The first chapter defines the problem and continues with an overview of some of the policy issues relating to worker displacement, especially the incidence of displacement and whether government should be expected to provide displaced workers with special assistance. Chapter 2 focuses on state initiatives to upgrade the vocational skills of displaced workers through classroom and on-the-job training programs. Chapter 3 describes the component services of a broadly defined job search assistance program and discusses the results from several demonstration projects that measure

the net impact of this type of assistance. Chapter 4 considers the timing and location of program intervention, including state laws, federal laws, and state on-site assistance programs. Chapter 5 includes a consideration of other initiatives, such as programs providing assistance to employee groups to save jobs, enterprise zone proposals, and British and French plans to promote entrepreneurship. The final chapter pulls together the results of the study and suggests answers to six key policy questions, concluding with a consideration of what appears to be the best mix of programs to meet the needs of displaced workers. The document includes 104 references and an index. (KC)

ED 312 466 CE 053 567

Grubb, W. Norton. Stern, David.
Separating the Wheat from the Chaff: The Role of Vocational Education in Economic Development. National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jun 89

Grant—Y051A80004-88A

Note—61p.

Available from—Materials Distribution Service, NCRVE, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (Order No. MDS-040; \$4.00).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Economic Development, Educational Philosophy, Education Work Relationship, Entrepreneurship, Futures (of Society), Job Development, Job Training, Outcomes of Education, Postsecondary Education, Public Policy, Role of Education, School Business Relationship, Secondary Education, Small Businesses, Technological Advancement, Vocational Education.

Identifiers—Macroeconomics, Microeconomics

This paper states that, although economics has been linked historically to economic development, there is no clear evidence that this link is valid. It investigates under what conditions educational programs are likely to be effective and which are likely to shift resources without any net effects on employment, wage levels, productivity, or economic growth. This six-chapter issue paper examines several interpretations of economic development and analyzes their implications for the role of vocational education. The oldest approach to economic development, luring employment from neighboring localities or states ("smokestack chasing"), is the subject of Chapter 1. This notion has been superseded in many places by a superior one—that regions should increase employment by generating new employment. The different ways of enhancing employment in the aggregate are explained from either a macroeconomic approach (Chapter 2) or a microeconomic approach (Chapter 3). A new role for vocational education—customized training for specific firms—is the subject of Chapter 4, and technology transfer programs and small business development centers are the topic of Chapter 5. In the concluding chapter, these conceptions of economic development clarify what education programs can and cannot do to enhance economic development and clarify the conditions under which vocational education can be truly effective as a mechanism for economic development. An appendix discusses the microeconomics of vocational education. A 36-item reference list is included. (KC)

ED 312 467 CE 053 582

Trends—Education, Employment, Population: Challenge 2000.

Southern Regional Education Board, Atlanta, Ga.

Pub Date—89

Note—61p.

Available from—Southern Regional Education Board, 592 Tenth Street, NW, Atlanta, GA 30318-5790 (\$7.50; technical appendix: \$10.00).

Pub Type—Reports—General (140)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Employment Projections, Enrollment Projections, Futures (of Society), Long Range Planning, Population Distribution, Population Growth, Population Trends, Regional Characteristics.

Identifiers—United States (South)

This document consists of a volume of predictions for education, employment, and population trends

expected to occur by the year 2000 in the 15 states of the southern region of the United States and supporting tables that appear in the technical appendix. The following are among the predictions concerning population and enrollment trends: (1) the southern region's population will grow to 92.4 million and will constitute one-third of the nation's population; (2) the nonwhite population will increase by almost 16 percent, and the white population will increase by 14.5 percent; and (3) public school enrollments will increase by nearly 10 percent, but almost as many states will have declines in school enrollments as will have gains. The following are among the predictions concerning educational attainment: (1) 85 percent of those 25 years and older will have completed 4 years of high school; (2) more than 30 percent of Blacks and 50 percent of Hispanics will not have completed high school; and (3) 24 percent of the region's adult population will have completed 4 or more years of college. The following are among the predictions concerning employment and the labor force: (1) there could be 10.6 million new jobs in the region and 9 million more workers; (2) all states in the region will have experienced declines in agriculture employment and rapid gains in service industries; and (3) 64 percent of every 100 new workers will be women, and 23 of every 100 will be nonwhite. The technical appendix provides tables, by state, of projected population changes, educational attainment levels 1980 and projected in 2000, labor force projections, projected employment changes, and projected new jobs by occupation, as well as a list of educational goals for states, schools, and colleges. (CML)

ED 312 468 CE 053 584

Transportation Education and Training. Meeting the Challenge. Proceedings of the Conference on Surface Transportation Education and Training (Williamsburg, Virginia, October 28-31, 1984). Special Report 210.

National Academy of Sciences—National Research Council, Washington, D.C. Transportation Research Board.

Spons Agency—Federal Highway Administration (DOT), Washington, D.C. Bureau of Public Roads; Urban Mass Transportation Administration (DOT), Washington, D.C.

Report No.—ISBN-0-309-03914-2

Pub Date—85

Note—210p.

Pub Type—Collected Works—Proceedings (021)—Reports—Research (143)—Reports—Descriptive (141)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Career Choice, Educational Improvement, Educational Needs, Educational Planning, Educational Trends, Employment Opportunities, Engineers, Futures (of Society), Highway Engineering Aides, Job Training, Motor Vehicles, Occupational Information, Postsecondary Education, Public Facilities, Road Construction, Traffic Control, Transportation, Travel, Vehicular Traffic.

This report contains the findings of a conference held to define the skills and educational background needed by new transportation professionals at all levels, to review the education and training currently being offered in this field, and to recommend other concepts and actions that will enhance transportation education and training. The proceedings are organized in three parts. Part 1 introduces the conference and contains the following: "Summary and Recommendations"; "Transportation Education and Meeting the Challenge" (Richard S. Page); and "Future Demand for Transportation Professionals" (Damian J. Kulash and William A. Hyman). Part 2 features the following workshop reports: "Transportation Engineers for Local, State, and Federal Government"; "Transportation Planners and Demand by Government Agencies and Their Consultants"; "Operations and Management Personnel for Transit Companies"; "Transportation Technicians: Who Are They and What Are Their Training Requirements?"; and "Carrier Management and Physical Distribution Personnel." Part 3 contains these 14 resource papers, each presented as a focus of discussion: "Demand for Transportation Education" (Louis J. Pignataro); "Transportation Education" (Michael D. Meyer); "Educating Tomorrow's Transportation Engineers" (Thomas D. Larson and Harvey Haack); "Training Requirements for Transportation Technicians and Technologists" (Donald L. Woods, A. Nelson Evans, Charley V. Wootan); "Education Requirements for Transportation Consultants" (Wilbur S. Smith);

"What Are Shippers and Carriers Looking For?" (Gayton E. Germane); "Training Requirements for Transportation Operations Personnel" (James E. Reading, Barbara A. England, James W. Strecker); "Supplying Transportation Education" (Lester A. Hoel); "Transportation Education: University Degree Programs" (Edward Beimbom); "Transportation Education: Technical Training and Continuing Education" (David J. Cyra); "Efficient Utilization of Transportation Research and Educational Resources" (William M. Spreitzer); "Transportation Research and Its Link to Education" (Robert E. Paaswell); "Education and Training Needs of Women in Transportation" (Lillian C. Liburdi); and "Transportation Careers for Minorities" (Katie G. Dorsett and Julian M. Benjamin). (KC)

ED 312 469 CE 053 586

Michigan Occupational Information System (MOIS) Structured Search.

Michigan State Board of Education, Lansing.

Pub Date—88

Note—16p.; Document contains colored type. For a related document, see ED 142 858.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Career Choice, Career Exploration, Career Information Systems, Decision Making, Employment Potential, Employment Qualifications, Occupational Information, Personality Assessment, Postsecondary Education, Psychological Characteristics, Quality of Working Life, Secondary Education, Self Evaluation (Individuals), Values, Values Clarification, Vocational Interests, Work Attitudes.

Identifiers—Michigan Occupational Information System

This guide leads users through a structured search of the Michigan Occupational Information System (MOIS). It is intended to help the user prepare a profile of interests and preferences that will be used in career exploration. The booklet asks the user to make choices in seven categories and to enter the responses on the MOIS Search Worksheet. The seven categories are interests, areas of work, physical strengths, physical capabilities, working conditions, education, and temperaments. Following the search, the guide directs the reader to occupations to explore through a search of the MOIS data files. (KC)

ED 312 470 CE 053 587

Michigan Occupational Information System Application Training 1990.

Michigan State Board of Education, Lansing.

Pub Date—Sep 89

Note—111p.

Pub Type—Guides—Non-Classroom (055)—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Adult Education, Career Choice, Career Exploration, Career Information Systems, Decision Making, Elementary Secondary Education, Employment Potential, Employment Qualifications, Occupational Information, Personality Assessment, Postsecondary Education, Program Descriptions, Program Implementation, Psychological Characteristics, Quality of Working Life, Self Evaluation (Individuals), Values, Values Clarification, Work Attitudes.

Identifiers—Career Paths, Michigan Occupational Information System

This manual examines the ways in which the Michigan Occupational Information System (MOIS) can be used to facilitate career decision making. The programs featured serve a variety of client groups and can be administered by teachers, counselors, social workers, librarians, and paraprofessionals. The program descriptions, activities, and exercises contained in the guide document successful career decision-making techniques. The name, address, and telephone number of the contact person is included at the end of each program. Programs described have been used in grades K-12, colleges, public agencies, and libraries. Sample forms used in the programs are included. (KC)

ED 312 471 CE 053 589

Job Training in Montana. Joint Interim Subcommittee on Vo-Techs and Job Training. A Report to the 50th Legislature.

Montana Legislative Council, Helena.

Pub Date—Dec 86

Note—93p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Disadvantaged, *Employment Programs, Federal Legislation, Federal Programs, *Job Training, Participant Characteristics, Postsecondary Education, Program Effectiveness, *Program Implementation, State Programs, *Welfare Recipients

Identifiers—*Job Training Partnership Act 1982, *Montana, Work Incentive Program

This report describes the study undertaken to implement a legislative resolution in Montana. Part 1 reports the subcommittee's decision to make an evaluation of the state's existing job training programs the primary object of its study. Public comment on the study's purpose, heard by the subcommittee at its first meeting, is summarized in this section. Part 2 presents a staff report on the state's primary job training program, funded by the federal Job Training Partnership Act (JTPA), and Part 3 describes the Work Incentive (WIN) program, a federally funded effort to find employment for recipients of Aid to Families with Dependent Children. Part 4 describes a survey of Montana job training recipients, undertaken in the fall of 1985 and presented to the subcommittee at its third meeting. Part 5 presents "Project Work," a new training and job placement program for general assistance recipients, which was initiated during the interim. The conclusion presents proposed changes in Project Work and recommendations of the Job Training Coordinating Council. Appendices show the allocation of JTPA funds in Montana, discuss the legislature's role in JTPA administration, describe other states' job training programs for welfare recipients, and provide statistics on the first 3 months of Project Work. (KC)

ED 312 472 CE 053 590
Henderson, Bruce E., Ed. Mowery, David C., Ed.
The Future of Technology and Work. Research and Policy Issues. Proceedings of a Conference Sponsored by the Panel on Technology and Employment (Washington, District of Columbia, October 28, 1987).

National Academy of Sciences - National Research Council, Washington, DC. Committee on Science, Engineering, and Public Policy.

Pub Date—88
Note—56p.; For related documents, see ED 286 063 and ED 294 057.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Dislocated Workers, *Economic Development, Educational Improvement, *Educational Needs, Employment Projections, Foreign Countries, Futures (of Society), Job Skills, *Job Training, Postsecondary Education, Secondary Education, Technical Education, Technical Occupations, *Technological Advancement, *Unemployment, Vocational Education, Work Environment

This summary of a conference proceedings presents the main points and questions of a 1-day conference held to explore research and policy issues arising from the report of the Panel on Technology and Employment, "Technology and Employment: Innovation and Growth in the U.S. Economy." The meeting brought together more than 100 persons from government, labor, business, and academia who were concerned with the relationship between new technology and work. Summaries of the following panel discussions are included in this booklet, with presenters' names listed in parentheses: "Welcome and Introduction: The Issue" (White, Cyert); "Technology and Employment: An International Perspective" (Mowery, Soete, Newton, Watanabe, Fechter); "The Organizational and Skill Effects of Technology: Issues for Training and Education" (Tienda, Spenser, Binkin, Suman, Packer); "Demographics, Capital Formation, and Competitiveness" (McLennan); "Technology Policy and Regional Economic Growth" (Cyert, Windham, Feller, Hill); "Displaced Worker Adjustment Assistance: What We Know and What We Need to Know" (Gueron, Kulik, King, Conson); and "Closing Remarks" (Cyert). (KC)

ED 312 473 CE 053 593
Restoring American Productivity: The Role of Education and Human Resources. Hearing on Examining the Role of Education and Human Resources in Restoring American Productivity, before the Committee on Labor and Human Resources, United States Senate, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. Senate

Committee on Labor and Human Resources.

Report No.—Senate-Hrg-101-91

Pub Date—3 May 89

Note—54p.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Finance, Educational Improvement, *Education Work Relationship, Hearings, Industry, Investment, *Labor Force Development, Organizational Effectiveness, *Productivity, *Retraining, *Technological Advancement

Identifiers—Congress 101st, *Massachusetts Institute of Technology

Within this document is testimony delivered by seven individuals at a Congressional hearing on what role government and education should play in revitalizing U.S. productivity. Of particular interest at the hearing was a study made by the Massachusetts Institute of Technology (MIT) Commission on Industrial Productivity entitled "Made in America: Regaining the Productive Edge." The statements from members of Congress are from Edward Kennedy (Massachusetts) and Claiborne Pell (Rhode Island). Other statements are from Michael L. Dertouzos, professor of electrical engineering and computer science, director of the MIT Laboratory for Computer Science, and chairperson of the MIT Commission on Industrial Productivity; Richard K. Lester, associate professor of nuclear engineering and executive director of the MIT Commission on Industrial Productivity; Suzanne Berger, professor and head of the Department of Political Science, MIT; Richard Kazos, researcher and doctoral candidate; and Robert M. Solow, professor of economics, Nobel Laureate in economics, and vice chairperson of the MIT Commission on Industrial Productivity. (CML)

ED 312 474 CE 053 595
Vocational Education Cross-Credit Offerings in Connecticut.

Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.

Pub Date—16 May 89

Note—63p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agricultural Education, Allied Health Occupations Education, Business Education, Consumer Education, *Course Content, Course Objectives, Course Organization, *Course Selection (Students), Credits, Elective Courses, *Graduation Requirements, High Schools, Home Economics Education, *Required Courses, Technical Education, *Vocational Education

Identifiers—*Connecticut, *Cross Credit Courses

This document reports the findings of a study designed to identify vocational education cross-credit offerings in Connecticut's comprehensive high schools; the policies and procedures regarding cross-credit courses there; and exemplary vocational education cross-credit courses in the state. An introduction describes a survey conducted late in 1988 and 1989 of 108 comprehensive high schools, representing 92 of the state's 169 school districts, all six regional education service center areas, all sizes of schools, and schools from a variety of urban/suburban/rural areas. The findings are reported in sections regarding the status of cross-credit courses; who completed the survey questionnaire; total credits required for graduation; and cross-credit offerings in business education, vocational agriculture, health occupations, consumer and occupational home economics, and technology education. Also included are maps showing surveyed districts by region; charts of surveyed schools offering cross-credit courses; a summary of questionnaire observations; and a questionnaire summary table. Appendix A lists the personnel who worked on the project. Appendix B is a copy of the survey questionnaire. Appendix C names the high schools in the sample. Appendix D provides samples of policies and procedures outlining cross-credit options. Appendix E lists the schools offering cross-credit courses. (CML)

ED 312 475

CE 053 596

Revising and Updating the Agricultural Mechanics Components of the Connecticut Vocational Agriculture Curriculum.

EASTCONN Regional Educational Services Center, North Windham, CT.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.

Pub Date—Jun 89

Note—219p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Agricultural Education, *Agricultural Engineering, Classroom Techniques, Competence, Competency Based Education, *Course Content, *Educational Resources, Electricity, Farm Management, High Schools, *Learning Activities, Lesson Plans, *Occupational Information, Power Technology, Safety Education, Small Engine Mechanics, State Curriculum Guides, Student Evaluation, *Teaching Methods, Test Items, Units of Study, Vocational Education, Waste Disposal, Welding

Identifiers—Connecticut

This curriculum guide contains 28 competency-based units of study for use in high school agricultural mechanics courses, especially in Connecticut. The 10 exploratory units, suitable for grades 9-10, cover the following topics: beginning welding; cold metal and soldering; electricity; plumbing; power tools; shop safety; mathematics; painting and glazing; small engines, basic care and operation; tool sharpening and fitting; tractor operation; and woodworking and sketching and drawing. The 18 specialized units, suitable for grades 11-12, cover advanced agricultural welding; agricultural machinery repair and maintenance; agricultural structures; agricultural waste management; agricultural waste management; alternate energy; concrete for farm and home use; diesel fuel systems; electric motors and controls; fencing; field machines; hydraulic; new equipment assembly; power trains and transmissions; private water supplies and septic systems; small gasoline engines repair and overhaul; tractor engine overhaul; and tractor maintenance. Each unit contains objectives, related job titles and relevant competencies, content outline, teacher activities, student activities; evaluation, resources, bibliography, and teacher unit review. (KC)

ED 312 476 CE 053 597
Connecticut Marketing Education Handbook.

West Haven Board of Education, CT.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.

Pub Date—Sep 89

Note—293p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Advisory Committees, Cooperative Education, *Distributive Education, Distributive Education Teachers, Educational Resources, Entrepreneurship, *Marketing, Merchandising, Program Development, Program Implementation, *Public Relations, Safety Education, Salesmanship, School Business Relationship, Secondary Education, Small Businesses, State Curriculum Guides, *Student Organizations, Teacher Role

Identifiers—Connecticut, *Distributive Education Clubs of America

This revised marketing education handbook is intended to assist marketing education teachers and administrators in Connecticut in preparing students to enter meaningful careers in marketing, merchandising, and management positions. The 17 units of this reference guide cover the following topics: introduction; mission and scope of marketing education; marketing education program guidelines; marketing education teacher-coordinator's role; marketing education curriculum guidelines; entrepreneurship project; safety; student recruitment and selection; the training station; effective coordination practices; school store operations; public relations activities; marketing education advisory committees; Distributive Education Clubs of America (DECA) general information; DECA student handbook; calendar of events; and resources (lists of free and inexpensive materials and selected marketing education program resources). (KC)

ED 312 477 CE 053 611
Hermann, Graham D.
Manual on Occupational Analysis.
Macquarie Univ., North Ryde (Australia). School of Education.

Report No.—ISBN-0-85837-593-1

Pub Date—89

Note—86p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Competence, Curriculum Development, *Data Collection, Foreign Countries, *Job Analysis, *Occupational Information, *Research Methodology, Task Analysis, Vocational Education

Identifiers—Australia

This manual on occupational analysis, developed in Australia, is organized in three sections. The first section provides a framework for occupational analysis (OA) and a discussion of possible outputs from an OA from each of three phases: (1) determining the nature and scope of the occupational area; (2) developing a competencies list; and (3) collecting data on each competency. Section 2 provides a set of flowcharts and discussion to assist selection of appropriate OA techniques for each step of the three phases. The third section discusses OA techniques. This section is in two parts: (1) a categorization of OA techniques (desk methods, field methods, inventory methods, introspection, and indirect methods); and (2) descriptions of selected OA techniques—information search, extended information search, observation, observation plus interview, interviewed individuals, competencies interview, DACUM (Developing a Curriculum), nominal group technique, and critical incident technique. A glossary, 19 references, and an index are included. (KC)

ED 312 478

CE 053 614

Wright, Derek

Moral Competence: An Exploration of the Role of Moral Education in FE.

Further Education Unit, London (England).

Report No.—ISBN-1-85338-154-3

Pub Date—89

Note—61p.; Document contains colored print and paper.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Altruism, Codes of Ethics, Credibility, Employment Potential, Employment Programs, *Ethical Instruction, Ethics, Foreign Countries, Integrity, *Moral Development, *Moral Values, Postsecondary Education, Secondary Education, Social Responsibility, Vocational Education, Work Experience Programs, Young Adults

Identifiers—Great Britain, Kohlberg (Lawrence)

This document addresses how the employers and trainers involved in further education in Britain can foster common, everyday moral behavior such as honesty and reliability in the young people they prepare for employment. The first section states that a nation's moral health is as important as its economic and political health. Sections 2 and 3 consider what constitutes moral behavior. Moral behavior's differences from religious behavior and examples of moral behavior such as respect for persons and concern for their welfare, fairness and justice, truthfulness, and keeping promises and contracts are included. Section 4 analyzes moral competence. Section 5 spells out two approaches to moral education. Section 6 considers the characteristics of a morally educative community. Sections 7 and 8 suggest aims and content for a moral education curriculum. Section 9 suggests classroom strategies for moral education, including experiential learning strategies, the incorporation of real-life moral problems, and values clarification exercises. Section 10 addresses staff development regarding moral education. The document concludes with an eight-item reading list and appendices that contain a moral dilemma for discussion, a list of Kohlberg's stages of moral development, active learning methods for developing moral competence, notes on the evaluation and assessment of programs of moral education, and checklists and other advice on how to develop planned programs of personal, social, and moral development in vocational preparation programs. (CML)

ED 312 479

CE 053 615

Bingman, Mary Beth

Learning Differently: Meeting the Needs of Adults with Learning Disabilities.

Tennessee Univ., Knoxville. Center for Literacy Studies.

Spons Agency—Tennessee State Dept. of Education, Nashville.

Pub Date—Nov 89

Grant—2-400-82

Note—34p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Failure, Adult Basic Education, *Adult Literacy, Basic Skills, Classroom Techniques, Cognitive Style, *Diagnostic Tests, *Educational Diagnosis, Educational Testing, Functional Literacy, *Learning Disabilities, Learning Processes, Learning Strategies, Literacy Education, Metacognition, Miscue Analysis, Multisensory Learning, *Student Evaluation

Identifiers—Adult Literacy and Basic Skills Unit, Fernald Multisensory Approach

This document explains various approaches to diagnosing learning disabilities in adults learning to read and approaches to teaching these adults. Following an introduction, the first three sections answer the questions What are learning disabilities? How do learning disabilities affect reading? and How is a learning disability diagnosed? A section on how to teach reading to learning-disabled students includes eight general points to remember. The description of Educational Diagnosis provided by the Adult Literacy and Basic Skills Unit (ALBSU) in the United Kingdom explains the use of a learning history, miscue analysis, spelling error analysis, and writing analysis. The section on learning about learning lists ways in which good readers use metacognition as they read. Metacognition skills that are covered in ALBSU learning support classes are listed. The section on learning styles directs literacy coordinators to help their tutors deal with this aspect of teaching learning disabled adults. The conclusion includes the notion that much of what is useful for adults with learning disabilities is useful for all adult learners. The document includes a 17-item annotated bibliography and appendices that explain miscue analysis and summarize the Fernald multisensory approach, strategies for teaching learning disabled adults, and spelling teaching techniques. (CML)

ED 312 480

CE 053 616

Smith, Christopher A. Russo, Robert

Increasing Sales by Developing Production Consortia.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency—Rehabilitation Services Administration (ED), Washington, DC.

Report No.—ISBN-0-916671-79-8

Pub Date—89

Note—68p.

Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 (\$16.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Consortia, *Cooperative Planning, Coordination, *Institutional Cooperation, Marketing, *Productivity, Public Administration, Public Service Occupations, *Rehabilitation Centers, Rehabilitation Programs, Sheltered Workshops, Social Agencies, Social Services, *Vocational Rehabilitation, Vocational Training Centers

Intended to help rehabilitation facility administrators increase organizational income from manufacturing and/or contracted service sources, this document provides a decision-making model for the development of a production consortium. The document consists of five chapters and two appendices. Chapter 1 defines the consortium concept, explains three consortium models (referral, general contractor, and facility contractor), and briefly discusses the objectives of a consortium. The second chapter explains the five stages, each with multiple steps, in the consortium development process. Chapter 3 tells how to create the structure for interaction among consortium members and others, including determining the scope of interaction, creating operating procedures, creating a business image, removing the risk associated with the consortium, determining member capabilities, and using systems analysis to examine the procedures for interaction once they are set up. Chapter 4 addresses how to accomplish the interaction, once its structure has been established. Among the topics discussed are pricing, advertising, product planning, and distribution. Chapter 5 tells how to evaluate the consortium so that members will know whether it is beneficial to their facilities. The appendices include an eight-item bibliography and work sheets intended to help readers make marketing decisions relevant to

their particular consortium. (CML)

ED 312 481

CE 053 617

DePoint, Beth

Enhancing Your Public Relations. A Guide for Designing Effective Communication Strategies for Community-Based Vocational Rehabilitation Programs.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Report No.—ISBN-0-916671-93-3

Pub Date—89

Note—88p.

Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 (\$21.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Vocational Education, Audiovisual Communications, *Community Services, Public Administration, Publications, *Public Relations, Public Service Occupations, *Rehabilitation Centers, *Rehabilitation Programs, Sheltered Workshops, Social Agencies, Social Services, *Vocational Rehabilitation, *Vocational Training Centers

This document is intended to assist agencies in formulating and initiating a financially realistic public relations plan specifically designed for their community-based vocational rehabilitation organizations. The document consists of 6 chapters, a 43-item bibliography, a glossary, and information about the author. Chapter 1 defines public relations, lists 11 communications objectives, and raises the issue of accountability. Chapter 2 shows how to develop a strategic public relations plan, including setting goals and objectives, developing a budget, choosing vehicles for communication, and hiring staff. Chapter 3 addresses how to design print communications that are internal to the agency, and those that are external. Working with printers, using good design principles, and taking effective photographs are among the techniques discussed. Among the types of print communications discussed are brochures, annual reports, press releases, and op-ed articles. Chapter 4 deals with developing audiovisual communications, including video productions, public service announcements, media relations, and public speaking. Chapter 5 tells how to run public relations projects such as special events (open houses, agency anniversary, annual meetings, and the like), membership and volunteer recruitment campaigns, and fund raising campaigns. Crisis management is also covered. Chapter 6 tells how to develop a system to evaluate the agency's public relations efforts. The bibliography lists references both alphabetically, and by subject. (CML)

ED 312 482

CE 053 624

Kim, Yungho Wright, Calvin E.

A Study of General Education Requirements in Vocational Education Programs.

Educational Evaluation and Research, Inc., Menlo Park, Calif.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Sep 89

Contract—87-0519

Note—60p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agricultural Education, Allied Health Occupations Education, Business Education, *Community Colleges, Computer Science Education, Consumer Education, *Curriculum, *Employment Qualifications, Engineering Education, Home Economics Education, Information Science, *Job Skills, *Outcomes of Education, Postsecondary Education, Public Affairs Education, Public Service Occupations, *Success, Two Year Colleges

Identifiers—California

A study determined the perceptions of recent completers of California community college vocational programs and their employers regarding the job-related competencies and knowledge of general education the completers should possess in order to succeed and advance in their careers. Completers had received degrees or certificates in either agriculture; business and management; computer and information science; engineering and related studies; health; consumer education and home economics; and public affairs and services. A sample of 2,330 completers and 306 employers were asked to complete survey questionnaires that contained a list of

46 job-related competencies and general education outcomes. They rated each competency's importance to performance in current jobs and to career advancement. Responses from 48 percent of the students and 71 percent of the employers were received. The following are among the results reported: (1) the responses from completers seemed to validate the importance of good work habits, work attitudes, and other positive work behaviors; (2) competencies in the areas of interpersonal skills, communication skills, and problem solving were also considered important; (3) perceptions were very similar, regardless of whether the respondents held degrees or certificates, and there were few differences across program areas; and (4) generally, employers' and completers' responses were similar. (A 10-item bibliography and appendices listing participating colleges, providing the survey forms, and tabulating results are included.) (CML)

ED 312 483

CE 053 626

Bell, Brenda L.

State Job Training Coordinating Council Roles and Options.

National Alliance of Business, Inc., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.; National Commission for Employment Policy (DOL), Washington, D.C.

Report No.—ISBN-0-88713-818-7

Pub Date—Oct 89

Note—42p. For a related document, see ED 339 022.

Available from—National Alliance of Business, 1201 New York Avenue, NW, Washington, DC 20005 (\$5.00).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Advisory Committees, Educational Policy, *Employment Programs, *Job Training, Labor Force Development, *State Federal Aid, State Programs, Vocational Adjustment, Work Experience Programs

Identifiers—Carl D Perkins Vocational Education Act 1984, Economic Dislocation Worker Adjustment Act 1988, Family Support Act 1988, *Job Training Partnership Act 1982, *State Job Training Coordinating Councils, Wagner Peyer Act

A companion to a previous publication called "Private Industry Council Roles and Options," this document is intended to help State Job Training Coordinating Council members and other interested parties better understand the scope and significance of the councils' mission. It provides basic information on the mission, roles, functions, and organization of the councils. Part 1 addresses the purpose of the state councils; their evolution since the 1982 passage of the Job Training Partnership Act (JTPA) that created them; their organization; and their functions. Part 2 discusses the councils' responsibilities under the following legislation: (1) the JTPA amendments to the Wagner-Peyser Act governing the coordination of activities between JTPA and the public employment service; (2) the Carl D. Perkins Vocational Education Act of 1984; (3) the Job Opportunity and Basic Skills Training Program of the Family Support Act of 1988; and (4) the Economic Dislocation and Worker Adjustment Assistance Act of 1988. Part 3 addresses issues and options for developing comprehensive state work force investment strategies. The document concludes with a summary, a 14-item bibliography, and an appendix that contains the names and addresses of National Alliance of Business contacts for information and technical assistance. (CML)

ED 312 484

CE 053 627

Corporate Action Agenda. The Business of Improving Public Education. Executive Summary. Corporate Action Package.

National Alliance of Business, Inc., Washington, D.C.

Pub Date—89

Note—20p. For related documents, see ED 308 408 and CE 053 628-630.

Available from—National Alliance of Business, 1201 New York Avenue, NW, Washington, DC 20005 (Catalog No. R3862: free).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Agents, *Change Strategies, *Cooperative Programs, *Corporate Support, *Educational Change, Educational Improvement, Education Work Relationship, Elementary Sec-

ondary Education, Private Financial Support, *School Business Relationship, School Community Relationship, Work Experience Programs

Identifiers—*Partnerships in Education

This document answers such questions as: What is the corporate action agenda of the National Alliance of Business (NAB)? Why is corporate action to improve education so critical? How is NAB addressing the issues? What has been achieved? What are NAB's long-term goals in the educational arena? and What are the components of NAB's corporate action agenda? The document concludes with lists of the NAB board of directors and the location of NAB regional service offices. (CML)

ED 312 485

CE 053 628

Chion-Kenney, Linda

America's Leaders Speak Out on Business-Education Partnerships. Proceedings and Recommendations from the Compact Institute/Business Leadership Forum (Washington, D.C., April 1989). Corporate Action Package.

National Alliance of Business, Inc., Washington, D.C.

Spons Agency—Institute for Educational Leadership, Washington, D.C.

Report No.—ISBN-0-88713-816-0

Pub Date—89

Note—41p. For related documents, see ED 308 408 and CE 053 627-630.

Available from—National Alliance of Business, 1201 New York Avenue, NW, Washington, DC 20005 (Catalog No. R3830: \$14.00).

Pub Type—Collected Works—Proceedings (021)—Reports—Descriptive (141)—Opinion Papers (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Agents, *Change Strategies, *Cooperative Programs, *Corporate Support, *Educational Change, Education Work Relationship, Elementary Secondary Education, Private Financial Support, *School Business Relationship, School Community Relationship, Work Experience Programs

Identifiers—*Boston Compact, *Partnerships in Education

This document contains the proceedings of a conference for educators, business leaders, and government officials involved in school reform. The speakers at the conference were involved in city-wide partnerships that establish long-term, measurable goals for school improvement in exchange for business' pledge of employment opportunities for youth. The first section, The Imperative to Act, discusses why business needs to get involved in school reform and the costs of not doing so. In the section called Waves of Action, an argument is made for businesses to take a step beyond the "fuzzy altruism" of adopt-a-school and job and grant programs to become a "tough-minded friend" that holds schools accountable to high standards of performance. The third section, called Action Steps and Findings, describes the experience of the Boston Compact and highlights 10 lessons learned from similar compact projects. The section called Guideposts for Action Assessment examines how to measure the success of business-education partnerships with a three-element framework: conditions for change, defining change, and managing change. Appendix A states five goals of the Boston Compact. Appendix B is an 11-item bibliography of articles, reports, and newsletters. Appendix C describes the backgrounds of the conference speakers. The document concludes with a list of the National Alliance of Business (NAB) board of directors, locations of NAB, and the board of directors of the Institute for Educational Leadership. (CML)

ED 312 486

CE 053 629

A Blueprint for Business on Restructuring Education. Corporate Action Package.

National Alliance of Business, Inc., Washington, D.C.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Report No.—ISBN-0-88713-817-9

Pub Date—89

Note—31p. For related documents, see ED 308 408 and CE 053 627-630.

Available from—National Alliance of Business, 1201 New York Avenue, NW, Washington, DC 20005 (Catalog No. R3844: \$15.00).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Agents, *Change Strategies, *Cooperative Programs, *Corporate Support, *Educational Change, Educational Improvement, Education Work Relationship, Elementary Secondary Education, Private Financial Support, School Based Management, *School Business Relationship, School Community Relationship, Work Experience Programs

Identifiers—*Partnerships in Education

Although there are more than 140,000 partnerships between business and education in the United States, few have effected fundamental educational change and few have had any impact on economic well-being. Having studied those partnerships that have focused on fundamental educational change, the National Alliance of Business identified what business needs to know and do in order to establish new partnerships that can help overcome the deepening crisis in education. The following are recommended components of educational restructuring: (1) school-based management so that management is shifted from the district to the building; (2) new professionalism among administrators and teachers; (3) revision of curriculum and instruction; (4) new measures of accountability of teachers, administrators, and management performance; and (5) linking education and the social services essential to the quality of a student's education. Business can offer schools management analysis and improvement, advocacy, staff development, research and development, and the application of new technology. Among the common ingredients of successful business and education partnerships are identifiable leadership, broad vision translated into practical objectives, ongoing structure, and an agreed-upon plan of action. (The document includes a 32-item bibliography and a list of persons interviewed to collect information for this report.) (CML)

ED 312 487

CE 053 630

The Compact Project. School-Business Partnerships for Improving Education. Corporate Action Package.

National Alliance of Business, Inc., Washington, D.C.

Report No.—ISBN-0-88713-815-2

Pub Date—89

Note—83p. For related documents, see ED 308 408 and CE 053 627-629.

Available from—National Alliance of Business, 1201 New York Avenue, NW, Washington, DC 20005 (Catalog No. R3829: \$18.00).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Agents, *Change Strategies, *Cooperative Programs, *Corporate Support, *Educational Change, Educational Improvement, Education Work Relationship, Elementary Secondary Education, Private Financial Support, *School Business Relationship, School Community Relationship, Work Experience Programs

Identifiers—*Boston Compact, California (San Diego), Florida (Miami), Indiana (Indianapolis), Kentucky (Louisville), Massachusetts (Boston), Michigan (Detroit), New Mexico (Albuquerque), New York (Rochester), Ohio (Cincinnati), *Partnerships in Education, Pennsylvania (Pittsburgh), Rhode Island (Providence), Tennessee (Memphis), Washington (Seattle)

This document profiles the business-education partnerships in 12 cities and reports the lessons learned from their experiences. The cities are Albuquerque (New Mexico), Cincinnati (Ohio), Detroit (Michigan), Indianapolis (Indiana), Louisville (Kentucky), Memphis (Tennessee), Miami/Dade County (Florida), Pittsburgh (Pennsylvania), Providence (Rhode Island), Rochester (New York), San Diego (California), and Seattle (Washington). It was in Boston, Massachusetts (the first partnership) that the following principles, which were later applied to the compacts in other cities, were identified: (1) develop long-term measurable goals; (2) designate a business intermediary; (3) develop a planning structure; (4) establish baseline data; (5) find secure financial resources; and (6) organize collaboration. Among the lessons learned from the partnerships are that many business leaders must be brought together to coalesce support for education issues; partnerships require long-term commitment; business needs to become involved in the governing structure of schools; and reform requires a high level of interest from educators, business leaders, and government officials. Among the recommendations made on the basis of experience with the partnerships are that a carefully structured and organized

school-to-work transition program or "jobs collaborative" can be an effective first step in organizing a partnership; it is essential that all partnership members understand a shared vision of desired changes; and it is important to establish an organization to manage day-to-day efforts. (CML)

ED 312 488

CE 053 633

Moore, Charles G. And Others
V-TECS Guide for Auto Mechanics: Suspension Systems, Brakes and Steering.
South Carolina State Dept. of Education, Columbia.
Office of Vocational Education.
Pub Date—89
Note—292p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Auto Mechanics, Behavioral Objectives, *Competency Based Education, *Motor Vehicles, Occupational Information, Power Technology, Skilled Occupations, Vocational Education

Identifiers—*Automotive Steering Systems, *Automotive Suspension Systems, Brakes (Automotive), Drive Trains (Automotive)

The materials in this document are an extension of a catalog of occupational duties, tasks, and performance objectives relevant to maintaining automotive suspension systems, brakes, and steering mechanisms. This document provides the following for each occupational task within each duty: (1) a standard of performance; (2) the conditions under which the task is to be performed; (3) enabling objectives; (4) at least one resource; (5) one or more teaching activities; (6) criterion-referenced measures of student performance; (7) answers to those measures; (8) practical applications; and (9) a suggested method of evaluating the practical application. The appendices contain a list of tasks associated with the three duties (maintaining suspension, maintaining steering system, and maintaining brake system); definitions of terms; a list of tools, equipment, and work aids; reference to those who are the source of the information contained in the document; a list of 14 items called "state-of-the-art literature"; and a 19-item bibliography. (CML)

ED 312 489

CE 053 634

Moore, Charles G. And Others
V-TECS Guide for Roofer.
South Carolina State Dept. of Education, Columbia.
Office of Vocational Education.
Pub Date—89
Note—463p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC19 Plus Postage.

Descriptors—*Blue Collar Occupations, *Buildings, *Building Trades, *Competency Based Education, *Construction (Process), Construction Industry, Construction Materials, Maintenance, Repair, *Roofing, Skilled Occupations, Structural Elements (Construction), Vocational Education

The materials in this document are an extension of a catalog of occupational duties, tasks, and performance objectives relevant to the occupation of roofer. This document provides the following for each occupational task within each duty: (1) a standard of performance; (2) the conditions under which the task is to be performed; (3) enabling objectives; (4) at least one resource; (5) one or more teaching activities; (6) criterion-referenced measures of student performance; (7) answers to those measures; (8) practical applications; and (9) a suggested method of evaluating the practical application. The appendices contain a list of tasks associated with the seven occupational duties (applying surface materials; flashing and sealing joints; installing shingles; preparing for the job; operating and maintaining tools and power equipment; operating tankers and kettles; and repairing roofs); definitions of terms; a list of tools, equipment, and work aids; reference to the sources of the information contained in the document; a list of 93 items called "state-of-the-art literature"; and a 19-item bibliography. (CML)

ED 312 490

CE 053 635

McClimon, Hugh P. And Others
V-TECS Guide for Farm Equipment Mechanic.
South Carolina State Dept. of Education, Columbia.
Office of Vocational Education.

Pub Date—89
Note—648p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF03/PC26 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Engineering, *Agricultural Machinery, *Agricultural Machinery Occupations, Behavioral Objectives, Competence, Competency Based Education, Course Content, *Equipment Maintenance, Learning Activities, Mechanics (Process), Postsecondary Education, Repair, Secondary Education, Test Items, Units of Study, *Vocational Education

This curriculum guide for a vocational agriculture course in farm equipment mechanics addresses the three domains of learning (psychomotor, cognitive, and affective) while providing job-relevant tasks and suggestions for specific classroom activities for each identified task. This guide provides performance objectives for the following 13 tasks: assembling equipment; performing administrative functions; servicing bearings and seals; servicing conveyance systems; servicing hydraulics; servicing carburetion and fuel systems; servicing cooling and lubrication systems; servicing electrical systems; servicing internal combustion engines; servicing tires; servicing mechanical components of balers; servicing mechanical components of planters. For each duty, the guide provides a number of performance objectives, related to task; standard performance of task; source of standard; conditions for performance of task; enabling objectives; resources; teaching activities; criterion-referenced measures; answers; practical application; method of evaluating practical application; and checklists. Appendixes provide a cross-reference table, explanation of symbols, definitions, equipment by percentage rating, sources of standards, a list of state-of-the-art literature, and a 36-item bibliography. (KC)

ED 312 491

CE 053 636

McClimon, Hugh P. And Others
V-TECS Guide for Farm Equipment Operator.
South Carolina State Dept. of Education, Columbia.
Office of Vocational Education.
Pub Date—88
Note—435p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC18 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Machinery, *Agricultural Machinery Occupations, Agricultural Production, Behavioral Objectives, *Competency Based Education, *Machine Repairers, Machinery Industry, Mechanics (Process), Occupational Information

The materials in this document are an extension of a catalog of duties, tasks, and performance objectives relevant to occupation of farm equipment operator. The duties are performing routine administrative functions, performing scheduled farm machinery maintenance, performing non-scheduled farm machinery maintenance, and performing field operations. This document provides the following for each occupational task within each duty: (1) a standard of performance; (2) the conditions under which the task is to be performed; (3) enabling objectives; (4) at least one resource; (5) one or more teaching activities; (6) criterion-referenced measures of student performance; (7) answers to those measures; (8) practical applications; and (9) a suggested method of evaluating the practical application. The appendices contain a list of tasks and job titles; definitions of terms; a list of tools and equipment; reference to individuals and printed materials who are the source of the information contained in the document; a list of 33 items called "state-of-the-art literature"; and a 26-item bibliography. (CML)

ED 312 492

CE 053 650

Family/Individual Health.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
Spons Agency—Texas Education Agency, Austin.
Div. of Vocational Programs.

Pub Date—Sep 89

Note—134p. For related documents, see CE 053 651-654.

Available from—Home Economics Curriculum Center, Box 4067, Texas Tech University, Lubbock, TX 79409-4067.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Allied Health Personnel, Anorexia Nervosa, Bulimia, Communicable Diseases, *Family Health, Family Violence, First Aid, *Health Education, *Health Needs, Health Promotion, Home Health Aides, Home Management, Home Programs, Occupational Home

Economics, *Physical Health, Secondary Education, Self Care Skills, Stress Management, Technological Advancement, World Problems

This document contains teacher's materials for a six-unit secondary education vocational home economics course on personal and family health. The units cover: (1) personal health and wellness (including the decisions and other factors that influence health, principles of personal health, and stress management); (2) family health (including coping strategies for dealing with family health problems, state and local health resources, and home health emergencies); (3) home health care (including communicable diseases and alternatives to home health care); (4) contemporary health issues (including eating disorders, sexually transmitted diseases, and domestic violence); (5) world health issues; and (6) career options and adjustments (including personal characteristics needed for health careers and effective money management). Materials for each unit include a conceptual outline shown in the left-hand column of each page that corresponds to applicable learning activities and evaluation experiences in the right-hand column. Key points for content discussion and methods for developing critical thinking skills are designated. Those content areas relevant to developing basic academic skills are also marked, as are those areas relevant to developing skills within the elements common to all vocational education courses. Fifty-six teaching aids keyed to the learning and evaluation experiences are included in the document. (CML)

ED 312 493

CE 053 651

Families with Special Health Needs.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
Spons Agency—Texas Education Agency, Austin.
Div. of Vocational Programs.

Pub Date—Apr 89

Note—107p. For related documents, see CE 053 650-654.

Available from—Home Economics Curriculum Center, Box 4067, Texas Tech University, Lubbock, TX 79409-4067.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Aging (Individuals), Aging Education, *Allied Health Personnel, Congenital Impairments, Coping, *Disabilities, *Family Health, Health Education, *Health Needs, Home Health Aides, *Home Management, *Home Programs, Home Visits, Hospices (Terminal Care), Occupational Home Economics, Secondary Education, Visiting Homemakers

This document contains teacher's materials for a five-unit secondary education vocational home economics course on families with special health needs. The units cover: (1) family health needs (including the impact of special needs on financial well-being, the impact on the psychological health of the family, and the relationship of society to those with special health needs); (2) special health needs (including causes and preventions of special conditions, the impact of technology on treatment and care, and laws relating to special needs populations); (3) aging (the aging process, the characteristics and care of elderly persons, and the roles and contributions of elderly in various cultures); (4) family adjustment (including coping strategies, nutrition, and abuse prevention strategies); and (5) career options and adjustments (including personal characteristics needed for special health need service careers and effective money management). Materials for each unit include a conceptual outline shown in the left-hand column of each page that corresponds to applicable learning activities and evaluation experiences in the right-hand column. Key points for content discussion and methods for developing critical thinking skills are designated. Those content areas relevant to developing basic academic skills are also marked, as are those areas relevant to developing skills within the elements common to all vocational education courses. Forty teaching aids keyed to the learning and evaluation experiences are included in the document. (CML)

ED 312 494

CE 053 652

Interior Design.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

Spons Agency—Texas Education Agency, Austin.
Div. of Vocational Programs.

Pub Date—Jul 89

Note—163p. For related documents, see CE 053

650-654.
Available from—Home Economics Curriculum Center, Box 4067, Texas Tech University, Lubbock, TX 79409-4067.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Color Planning, Design Requirements, *Electrical Appliances, *Furniture Arrangement, *Home Furnishings, Housing, *Interior Design, Interior Space, *Lighting Design, Occupational Home Economics, Offices (Facilities), Physical Environment, Secondary Education, Spatial Relationship (Facilities)

This document contains teacher's materials for an eight-unit secondary education vocational home economics course on interior design. The units cover period styles of interiors, furniture and accessories, surface treatments and lighting, appliances and equipment, design and space planning in home and business settings, occupant needs, acquisition of professional services, and career options and adjustments for professionals in the interior design field. Materials for each unit include a conceptual outline shown in the left-hand column of each page that corresponds to applicable learning activities and evaluation experiences in the right-hand column. Key points for content discussion and methods for developing critical thinking skills are designated. Content areas relevant to developing basic academic skills are also marked, as are those areas relevant to developing skills within the elements common to all vocational education courses. Fifty-one teaching aids keyed to the learning and evaluation experiences are included in the document. (CML)

ED 312 495 CE 053 653

Textiles and Apparel Design.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

Spons Agency—Texas Education Agency, Austin. Div. of Vocational Programs.

Pub Date—May 89
Note—144p; For related documents, see CE 053 650-654.

Available from—Home Economics Curriculum Center, Box 4067, Texas Tech University, Lubbock, TX 79409-4067.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Clothing, *Clothing Design, *Clothing Instruction, *Fashion Industry, Finishing, Needle Trades, Occupational Home Economics, *Patternmaking, Secondary Education, *Textiles Instruction

Identifiers—*Fabric, Textile Industry, *Textile Occupations

This document contains teacher's materials for a seven-unit secondary education vocational home economics course on textiles and apparel design. The units cover: (1) fiber/fiber characteristics and textile development (including fabrication and dyeing, printing, and finishing); (2) textile and apparel design industries (including their history and the organization of an apparel manufacturing company); (3) textile selection, use, and care; (4) textile and apparel design industry regulations; (5) design procedures (including tasks, factors enhancing design, and applying draping and flat pattern techniques); (6) costing and producing the final design product (including the product completion process, the relationship between product design and construction requirements, and product marketing procedures); and (7) career options and adjustments for those in the textile and apparel fields (including personal characteristics needed in the field and how to manage multiple roles). Materials for each unit include a conceptual outline shown in the left-hand column of each page that corresponds to applicable learning activities and evaluation experiences in the right-hand column. Key points for content discussion and methods for developing critical thinking skills are designated. Content areas relevant to developing basic academic skills are also marked, as are those areas relevant to developing skills within the elements common to all vocational education courses. Fifty teaching aids keyed to the learning and evaluation experiences are included in the document. (CML)

ED 312 496 CE 053 654
Housing, Design, and Furnishings.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

Spons Agency—Texas Education Agency, Austin. Div. of Vocational Programs.

Pub Date—Aug 89
Note—126p; For related documents, see CE 053 650-653.

Available from—Home Economics Curriculum Center, Box 4067, Texas Tech University, Lubbock, TX 79409-4067.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Architectural Character, *Building Design, Consumer Protection, Family Environment, Furniture Design, Futures (of Society), *Home Furnishings, *Housing, *Housing Needs, *Housing Opportunities, *Interior Design, Landscaping, Maintenance, Money Management, Occupational Home Economics, Place of Residence, Real Estate Occupations, Residential Patterns, Safety Education, Secondary Education, Site Development

This document contains teacher's materials for a six-unit secondary education vocational home economics course on housing, design, and furnishings. The units cover: (1) the societal aspects of housing (including the relationship between housing and the economy, population trends, and culture-related housing characteristics); (2) family housing needs and selection (including housing alternatives, rights and responsibilities in housing, and the impact of needs and desires on housing costs); (3) design of the home (including site selection, architectural styles, elements and principles of design, and landscaping); (4) home safety (including health and safety, home maintenance, and special needs housing features); (5) futurist housing (including the impact of technology); and (6) career options and adjustments (including personal characteristics needed for careers in this area, management practices for individuals who assume multiple roles, and effective money management). Materials for each unit include a conceptual outline shown in the left-hand column of each page that corresponds to applicable learning activities and evaluation experiences in the right-hand column. Key points for content discussion and methods for developing critical thinking skills are designated. Content areas relevant to developing basic academic skills are also marked, as are those areas relevant to developing skills within the elements common to all vocational education courses. Forty-four teaching aids keyed to the learning and evaluation experiences are included in the document. (CML)

ED 312 497 CE 053 655

Hallman, Patsy J. And Others
Home Economics Instruction.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

Pub Date—Aug 89
Note—167p.

Available from—Home Economics Curriculum Center, Box 4067, Texas Tech University, Lubbock, TX 79409-4067.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Classroom Techniques, Course Descriptions, Course Organization, Educational Planning, *Home Economics, Home Economics Skills, *Instructional Design, Lesson Plans, Secondary Education, Teacher Education, *Teaching Methods, Units of Study

Identifiers—*Texas

A joint effort of educators at three Texas universities, this document presents information related to general and specific methods of teaching home economics. The document consists of 12 chapters, an appendix, and 38 references. Chapter 1 gives the history of home economics as a field of study and describes the secondary education courses in home economics offered in Texas. Chapter 2 describes curriculum development, home economics students and teachers, principles of learning, effective teaching practices, resources for teaching, advisory councils, instructional planning, objectives, the annual program plan, scope and sequence, units of instruction, lesson planning, and teaching strategies. Chapter 3 addresses student and program evaluation. Chapter 4 describes home economics program areas and the teaching of basic academic skills in specific content classes. Student occupational activities, correlated with units of instruction, are covered in chapter 5. Chapter 6 addresses classroom management. Chapter 7 describes youth organizations and some of their activities. Managing and promoting

the program are the subjects of chapter 8. Chapter 9 describes how to help students search for jobs in the home economics field. Professionalism is addressed in chapter 10. Student teaching is covered in chapter 11. Chapter 12 contains short articles that support teaching suggestions made earlier in the document and that address, for instance, gender equity, students with special needs, and how to foster students' critical thinking skills. The appendix contains sample materials and work sheets. (CML)

ED 312 498 CE 053 659

Corkan, JoJo T. And Others
Active Army and Army Reserve Soldiers: A Comparison.

Pub Date—Nov 89
Note—15p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Chemical Technicians, Difficulty Level, Job Skills, *Knowledge Level, *Military Personnel, *Scientific Personnel, Self Esteem, *Vocational Aptitude, Vocational Evaluation

Identifiers—*Army, *Army Reserves

A study determined whether chemical operations specialists at skill level 1 differ in terms of aptitude, job knowledge, job confidence, and perceptions of task difficulty, task importance, task frequency, and task training, depending on whether the specialists are active U.S. Army soldiers or are in the Army Reserve. The subjects for whom complete data were obtained were 151 active soldiers selected from 6 units and 152 reserve soldiers selected from 9 reserve units at 12 different locations. Data collection involved obtaining scores on the Armed Services Vocational Aptitude Battery as recorded in each subjects' personnel file and the administration of the following instruments: (1) Chemical Operations Specialist Skill Level 1 Job Knowledge Test with a demographic cover sheet; (2) Chemical Operations Specialist Skill Level 1 Job Confidence Survey; and (3) Chemical Operations Specialist Skill Level 1 Task Survey. Discriminant analysis was the statistical technique used. The following results were reported: (1) the active Army soldiers had significantly higher composite scores than the Army reservists in all aptitude areas assessed; (2) the two groups did not differ significantly on the variables job confidence and perceptions of task training; (3) the active Army specialists had significantly higher scores on the measures of job knowledge and perceptions of task frequency than did the reservists; and (4) the reservists had significantly higher scores on perceptions of task difficulty and task importance. (A 12-item bibliography is included.) (CML)

ED 312 499 CE 053 665

A Restructured Model for Secondary Vocational Education. A Report Submitted to Governor Rudy Perpich and the 1989 Minnesota State Legislature.

Minnesota State Dept. of Education, St. Paul.
Pub Date—9 Dec 88
Note—47p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Education), Educational Administration, Educational Improvement, *Master Plans, *Outcomes of Education, Planning Commissions, Secondary Education, *State School District Relationship, *State Standards, *Statewide Planning, *Vocational Education

Identifiers—*Minnesota

This document reports a model for restructuring secondary vocational education in Minnesota, incorporating state-specified student exit outcomes with local additions. Following an executive summary, part 1 of the document explains the principles that guided the restructuring (integration of basic and higher-order thinking skills into the curriculum; nonadditive articulation between secondary and postsecondary programs; updating and upgrading curriculum and instructional support; equal access and equitable treatment for all students; and explicit focus on technical skills, career development, work readiness, preparation for family roles, and technological competence). Part 2 describes the background for development of the model, including Minnesota's social and economic situation and the model development process itself. Part 3 explains the model narratively and graphically, spelling out its relationship to society's needs, students' needs, exit outcomes, program outcomes, and essential

program characteristics. Part 4 is an action plan for achieving the policy changes necessary to enable local education agencies to implement the model. Part 5 addresses necessary implementation processes. (CML)

ED 312 500 CE 053 667
Award of EC Television Prize for Broadcasts on Vocational Training.

European Centre for the Development of Vocational Training, Berlin (West Germany).
Pub Date—23 Nov 89
Note—6p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Broadcast Industry, *Continuing Education, Foreign Countries, Postsecondary Education, *Programming (Broadcast), Secondary Education, *Vocational Education Identifiers—*European Community

The European Centre for the Development of Vocational Training (CEDEFOP) is endeavoring to encourage television to provide more and better information on vocational and continuing education in the European Community (EC). Therefore, it held its first competition to award prizes for broadcasts presenting information on vocational training, promoting vocational training, or conveying vocational expertise. About 200 public and private television companies in the EC were invited to submit entries. First prize was awarded in November 1989 to the Rhineland-Palatinate regional studio of Südwestfunk for its entry, "Europe: A Box of Bricks," which described a project in which teenagers from Germany, France, and England met in an ancient castle in France for a week to pool ideas and plan and set up a computer-controlled miniature factory. A special prize went to the Dutch television company "RVU educatieve omroep" for its presentation of a day in the life of a bus driver. A further special prize was awarded to the British Broadcasting Corporation's "1992 Is Too Late," which tells how educational programs in Britain and France are responding to the needs that will arise from the EC unification in 1992. (KC)

ED 312 501 CE 053 668
Camp, William G. Heath, Betty
On Becoming a Teacher: Vocational Education and the Induction Process.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Dec 88
Grant—V051A80004-88A
Note—119p; Based on papers presented at the Annual Meeting of the American Vocational Education Research Association (St. Louis, MO, December 3, 1988).

Available from—NCRVE Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455 (Order No. MDS-018: \$6.25).

Pub Type—Reports - Research (143) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Beginning Teachers, Interpersonal Relationship, Interprofessional Relationship, *Mentors, Professional Development, School Orientation, Significant Others, Staff Orientation, *Teacher Education, *Teacher Orientation, *Teacher Supervision, Vocational Education, *Vocational Education Teachers

The product of a research symposium on the induction process for beginning vocational teachers, this document contains the following papers: (1) "On Becoming a Teacher" (William G. Camp, Betty Heath); (2) "Overview of Beginning-Teacher Induction Process" (Randol G. Waters); (3) "Mentoring as a Component of Induction" (Julie M. Johnson); (4) "Certification Patterns and Vocational Teacher Induction" (Maynard J. Iverson, et al.); (5) "Induction Needs of Professionally Trained Beginning Vocational Teachers" (Betty Heath, et al.); (6) "Induction Needs of Beginning Vocational Teachers without Teacher Education Degrees" (John L. Scott); (7) "First-Year Teacher Assistance Programs" (Barbara J. Malpedi); and (8) "Structuring the Induction Process for Beginning Vocational Teachers" (William G. Camp, Betty Heath). (CML)

ED 312 502 CE 053 669
Mitchell, Vernay And Others
Exemplary Urban Career-Oriented Secondary

RIE APR 1990

School Programs.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Nov 89
Grant—V051A80004-88A

Note—200p.
Available from—NCRVE Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (Order No. MDS-012: \$9.50).

Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Education, Educational Assessment, Educational Environment, *Excellence in Education, High Schools, Instructional Effectiveness, Instructional Leadership, *Outcomes of Education, Program Costs, School Administration, School Business Relationship, *School Effectiveness, *Secondary School Curriculum, Student Placement, Success, Teacher Expectations of Students, Theory Practice Relationship, *Urban Education

Identifiers—California (Los Angeles), Illinois (Chicago), New York (New York)

The key factors in the success of nine urban high schools that prepare students for specific occupational fields as well as for college entrance were studied in an attempt to show how these high schools deliver services to students and to stimulate discussion and action that will encourage further development of exemplary career-related and college preparatory education. The exemplary schools studied are in New York City, Chicago, and a suburb of Los Angeles (Torrance). Ten success factors were identified: (1) a safe and orderly environment conducive to teaching and learning; (2) a businesslike attitude that creates an atmosphere of constructive energy in the school; (3) a warm and caring school climate; (4) an admissions process that makes students feel special and that is based on student interest in the career specialty or set of subjects and not solely on student test scores; (5) a dual mission—to prepare each student for an occupation and for college; (6) high expectations for all students to succeed, accompanied by attempts to minimize grouping of students by ability; (7) a curriculum organized around an industry or a discrete set of subjects; (8) the integration of theory and practice in instruction; (9) strong links with business and industry and with local institutions of higher education; and (10) leadership in the office of the principal that is at the same time inspiring, sensitive, and firm. (Document includes a chapter analyzing costs of operating career programs, 16 references, the interview guide and case study outline, and delivery system specifications for analyzing vocational-technical and regular high school costs.) (CML)

ED 312 503 CE 053 684

Gessaman, Paul H.
Goals for Business Operations and Family Life.
The Retailer's Tool Kit and Instructor's Guide, North Central Regional Extension Publications #285 and #288.

Nebraska Univ., Lincoln. Cooperative Extension Service.

Pub Date—Aug 88
Note—77p; Document contains colored paper. For related documents, see CE 053 685-686.

Pub Type—Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, *Business Administration, Decision Making Skills, Entrepreneurship, Family Life, *Goal Orientation, *Management by Objectives, *Organizational Objectives, Personality Assessment, Psychological Characteristics, Psychological Needs, *Retailing, *Self Evaluation (Individuals), Small Businesses, Success, Time Management, Values, Values Clarification, Workshops

This packet contains student materials and an instructor's guide for use in a series of workshops on the "GOALS Process" for persons in retail businesses. The materials provide a framework for individual or family use in self-assessment and a means of identifying business and family life goals, setting priorities, and developing management plans—the "GOALS Process." The student materials start with a discussion of goals and goal-directed management. This introduction is followed by an interrelated sequence of activities through which participants can develop a management plan for at-

taining their high-priority goals. Activities include using a self-assessment questionnaire, answering questions about resources, and carrying out goal setting and planning. Forms for assessing preferences, determining goals, setting priorities, and creating a management plan are included in student materials. The instructor's guide takes workshop leaders through the GOALS Process, provides teaching suggestions, and includes three case studies to stimulate discussion. (KC)

ED 312 504 CE 053 685

Gessaman, Paul H.
Goals for Business Operations and Family Life.
The Manufacturer's Tool Kit and Instructor's Guide, North Central Regional Extension Publications #286 and #288.

Nebraska Univ., Lincoln. Cooperative Extension Service.

Pub Date—Aug 88
Note—77p; Document contains colored paper. For related documents, see CE 053 684-686.

Pub Type—Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, *Business Administration, Decision Making Skills, Entrepreneurship, Family Life, *Goal Orientation, *Management by Objectives, *Manufacturing, Manufacturing Industry, *Organizational Objectives, Personality Assessment, Psychological Characteristics, Psychological Needs, *Self Evaluation (Individuals), Small Businesses, Success, Time Management, Values, Values Clarification, Workshops

This packet contains student materials and an instructor's guide for use in a series of workshops on the "GOALS Process" for persons in manufacturing businesses (often family-owned). The materials provide a framework for individual or family use in self-assessment and a means of identifying business and family life goals, setting priorities, and developing management plans—the "GOALS Process." The student materials start with a discussion of goals and goal-directed management. This introduction is followed by an interrelated sequence of activities through which participants can develop a management plan for attaining their high-priority goals. Activities include using a self-assessment questionnaire, answering questions about resources, and carrying out goal setting and planning. Forms for assessing preferences, determining goals, setting priorities, and creating a management plan are included in student materials. The instructor's guide takes workshop leaders through the GOALS Process, provides teaching suggestions, and includes three case studies to stimulate discussion. (KC)

ED 312 505 CE 053 686

Gessaman, Paul H.
Goals for Business Operations and Family Life.
The Service Provider's Tool Kit and Instructor's Guide, North Central Regional Extension Publications #287 and #288.

Nebraska Univ., Lincoln. Cooperative Extension Service.

Pub Date—Aug 88
Note—77p; Document contains colored paper. For related documents, see CE 053 684-685.

Pub Type—Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, *Business Administration, Decision Making Skills, Entrepreneurship, Family Life, *Goal Orientation, *Management by Objectives, *Organizational Objectives, Personality Assessment, Psychological Characteristics, Psychological Needs, *Self Evaluation (Individuals), *Service Occupations, Small Businesses, Success, Time Management, Values, Values Clarification, Workshops

This packet contains student materials and an instructor's guide for use in a series of workshops on the "GOALS Process" for persons in service-producing businesses (often family-owned). The materials provide a framework for individual or family use in self-assessment and a means of identifying business and family life goals, setting priorities, and developing management plans—the "GOALS Process." The student materials start with a discussion of goals and goal-directed management. This introduction is followed by an interrelated sequence of activities through which participants can develop a management plan for attaining their high-priority goals. Activities include using a self-assessment questionnaire, answering questions about resources,

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and carrying out goal setting and planning. Forms for assessing preferences, determining goals, setting priorities, and creating a management plan are included in student materials. The instructor's guide takes workshop leaders through the GOALS Process, provides teaching suggestions, and includes three case studies to stimulate discussion. (KC)

ED 312 506 CE 053 682

David, Steven Chown, Bill
Recidivism among Offenders Incarcerated by the Oklahoma Department of Corrections Who Received Vocational-Technical Training: A Survival Data Analysis of Offenders Released January 1982 through July 1986.

Oklahoma State Dept. of Corrections, Oklahoma City.

Pub Date—Nov 86

Note—6p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Correctional Education, *Correctional Rehabilitation, Job Training, *Outcomes of Education, Postsecondary Education, *Prisoners, Program Effectiveness, *Recidivism, *Technical Education, *Vocational Education

Identifiers—*Oklahoma

Using data excerpted from a larger 1985 study, researchers reviewed records of a group of inmates of Oklahoma Department of Corrections institutions who received vocational-technical training between January 1982 and July 1986, to check for recidivism (reincarceration). The study examined the recidivism trends among inmates released after completion of vocational-technical training, compared to inmates who did not receive such training. The vocational-technical group consisted of all participants who had completed a training program and who were released between January 1, 1982 and July 31, 1986 (2,372 inmates). The comparison group, released during the same period, consisted of 9,851 released inmates. The study found that of the vo-tech group released during the study period, 26 percent were reincarcerated, compared to 22 percent of the comparison group. The study concluded that further research is needed to determine why the recidivism rate is higher for the vo-tech group and to determine what other factors, such as age, classification, need areas, and criminal history, might account for the higher recidivism of the treated group. (KC)

ED 312 507 CE 053 689

Clark, Bud David, Steven
Summary of Fiscal Year 1986 Participation in Educational Programs.

Oklahoma State Dept. of Corrections, Oklahoma City.

Pub Date—Sep 86

Note—35p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Correctional Education, *Correctional Rehabilitation, Job Training, *Outcomes of Education, Postsecondary Education, *Prisoners, *Program Effectiveness, *Program Improvement, Technical Education, Vocational Education

Identifiers—*Oklahoma

As an initial step toward developing an accountability plan for educational services, the Administrator of Classification and Programs of the Oklahoma Department of Corrections requested an evaluation of services for fiscal year 1986. Data were gathered for 10 educational services programs through logs prepared by teachers and principals. Results were reported in five parts: (1) information concerning the need for educational programs in the Department of Corrections based on the test data provided by psychological staff; (2) a summary of the delivery of educational services to inmates in terms of the number of inmates served; (3) a summary of movement through educational programs; (4) information about the individuals who participated; and (5) the results of the quarterly test data as a measure of program impact. The study concluded that although a great many educational services had been provided, the completion rate was very low. It recommended a series of action steps to improve educational services for incarcerated persons in Oklahoma. (Includes 11 data tables, description and eligibility criteria for offender programs, and a sample class register form.) (KC)

ED 312 508 CE 053 692

Women's Perspective on Popular Education.

National Swedish Board of Education, Stockholm.

Pub Date—Nov 89

Note—14p.

Journal Cit—School Research Newsletter; n8 1989

Pub Type—Reports - Research (143) — Collected

Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Continuing Education, Educational History, Educational Needs, Educational Research, *Equal Education, Females, Foreign Countries, Postsecondary Education, *Professional Associations, Research Methodology, *Sex Discrimination, *Womens Education

Identifiers—*Folk High Schools, Sweden

A Swedish project was designed to address the question, "What contribution is popular education making today toward the emergence of a more democratic society?" The 2-year project involved adult education associations and folk high schools. The project had three tasks: (1) to chart equality of opportunity and to show where women are located in adult education associations, folk high schools, and their activities; (2) to synthesize and analyze research into adult and popular education from women's perspective; and (3) to compile an inventory and a description of the measures taken within adult education associations and folk high schools for, by, and with women. The study confirms the image of the folk high school as a sexually segregated institution. Nearly half the female participants had worked in the caring and service sector, and nearly half of them also wanted to supplement their education with a view to changing jobs. All adult education associations had a number of study circles dealing with women's questions. None of them, however, had taken any special steps to adapt their activities to women's situation, beyond what the participants could achieve by themselves. The equal opportunities question has attracted some attention at the national level, and some activities have been developed to meet the concerns. The study found that research has not taken women's specific questions as its starting point; rather, women have been viewed as an aspect of a problem. The contribution of women has not been described. However, some projects are now being conducted for women. (KC)

ED 312 509 CE 053 693

Lange, Wilhelm
Committed to Partnership. Free Collective Bargaining in the Federal Republic of Germany/Social Partners: Trade Unions and the Employers' Associations.

Inter Nations, Bonn (West Germany).

Pub Date—89

Note—34p.

Journal Cit—Sounderjornst; n6 1989

Pub Type—Reports - General (140) — Collected

Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Arbitration, *Collective Bargaining, *Employer Employee Relationship, Foreign Countries, History, Labor Demands, *Labor Legislation, *Labor Relations, Negotiation Agreements, Negotiation Impasses, Quality of Working Life, Strikes, Union Members, *Unions, Work Environment

Identifiers—*West Germany

This report presents a history and overview of the collective bargaining process and trade unions in the Federal Republic of Germany. Topics covered include the following: (1) social partners—trade unions and the employers' associations; (2) the history of free collective bargaining; (3) free collective bargaining after World War II; (4) the Collective Bargaining Act; (5) the collective wage, framework, and basic agreements; (6) equal rights for all; (7) partners and parties to collective agreements; (8) the round of negotiations, arbitration, and industrial action; (9) strike and lockout; (10) examples of collective agreements in practice; (11) works constitution and codetermination; (12) foreign employees also entitled to vote; (13) the sociopolitical aims of the trade unions; and (14) outlook for the future. A list of addresses of union and employer groups is included in the report. (KC)

ED 312 510 CE 053 721

Veterans Health Professionals Educational Amendments of 1989. Report (To Accompany H.R. 3199). House of Representatives, 101st Congress, 1st Session.

Congress of the U.S., Washington, D.C. House

Committee on Veterans' Affairs.

Report No.—House-R-101-312

Pub Date—26 Oct 89

Note—19p.; For a related House Report, see CE

053 722.

Pub Type—Legal/Legislative/Regulatory Materi-

als (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Allied Health Occupations Education, *Educational Finance, *Health Personnel, *Medical Education, Postsecondary Education, *Veterans Education

Identifiers—Congress 101st, Proposed Legislation

This document includes a report on the 1989 Amendments to the Veterans Health Professionals Educational Assistance Program and the text of the proposed bill as amended. The report discusses the stipend program for members of the selected reserve, the major provisions of the bill as amended, the background to the bill, authority for the program, eligibility, amount of assistance, obligated service, and breach of agreement. A section-by-section analysis of the bill follows, as does a cost estimate and impact statement. The test of the legislation completes the document. (KC)

ED 312 511 CE 053 722

Veterans Education Programs Amendments of 1989. Report (To Accompany H.R. 3390). House of Representatives, 101st Congress, 1st Session.

Congress of the U.S., Washington, D.C. House

Committee on Veterans' Affairs.

Report No.—House-R-101-313

Pub Date—26 Oct 89

Note—83p.; For a related House report, see CE 053

721.

Pub Type—Legal/Legislative/Regulatory Materi-

als (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Compliance (Legal), *Educational Finance, *Educational Policy, *Federal Legislation, Postsecondary Education, *Veterans Education

Identifiers—Congress 101st, Proposed Legislation

This document includes a report on the 1989 Veterans Education Programs Amendments and the text of the bill as recommended to be changed. The report includes a summary of the changes, a history of the legislative progress of the bill, background to the amendments, and a summary of the nine major provisions of the amendments. Discussion of the bill includes information on assisting veterans receiving education benefits, reporting requirements and fees, work study, accepting school certification for renewal of educational benefits after unsatisfactory progress, uniformity of attendance requirement, measurement of courses, and clock-hour measurement of certain unit courses or subjects. A section-by-section analysis of the reported bill, cost estimates, and impact statement are included. The full text of the legislation, as amended, completes the report. (KC)

CG

ED 312 512 CG 022 008

Conviser, Richard And Others
New Jersey's Emergency Retrovir Reimbursement Program (ERRP).

Pub Date—Nov 88

Note—12p.; Paper presented at the American Public Health Association (116th, Boston, MA, November 13-17, 1988).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, *Drug Therapy, Federal Aid, Financial Aid Applicants, *Financial Support, *State Programs

Identifiers—*AZT (Drug), New Jersey

In 1987 Congress made available a one-time, 1-year emergency appropriation to pay for Food and Drug Administration (FDA)-approved life-sustaining drugs for people with Acquired Immune Deficiency Syndrome (AIDS). New Jersey received \$1.5 million from this program for antiviral drugs for low-income people with AIDS and AIDS Related Complex lacking other public assistance. The Emergency Retrovir Reimbursement Program (ERRP) provided 175 person-years of Azidothymidine (AZT). Other sources of funds for AZT in New Jersey included General Assistance, Medicaid, and a Pharmaceutical Assistance Program for the Aged and Disabled (PAAD). The ERRP was

arranged to maximize convenience for applicants. With federal approval, income levels for ERRP were substantially higher than for other assistance programs. The program was publicized widely; application processing took 2 weeks. The existing mechanism for reviewing applications for Medicaid and PAAD was used for ERRP. The centralized processing allowed non-qualifying clients to get on other appropriate programs. Approximately 15 percent of those applying for ERRP in its first year were approved for Medicaid or PAAD coverage of AZT. The ERRP also covered co-payment for AZT required of clients with third party coverage who met income criteria. The program made direct payments for AZT to pharmacies. Characteristics of enrollees in the various AZT entitlement programs in New Jersey are described. (Author/ABL)

ED 312 513 CG 022 009

Gittman, Betty
Teenage Pregnancy Program (TAP). Evaluation Report.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.

Pub Date—Sep 89

Note—39p.

Pub Type—Reports—Evaluative (142)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Early Parenthood, High Schools, High School Students, Intervention, *Parenthood Education, *Pregnant Students, *Program Effectiveness

Approximately 700 teenagers in Nassau County, New York become mothers every year. Most of these young mothers fail to finish high school, thereby embarking on marginal, nonproductive lives characterized by low earning power, long-term welfare dependency, more unplanned-for babies, and high-risk infants. In 1982 the Board of Cooperative Educational Services of Nassau County established the Teenage Pregnancy Program (TAP) to address the problems which put these young people at risk. TAP was a multidimensional program tailored to the needs of pregnant teenagers and oriented towards building positive futures. By providing intensive academic and psychological support, TAP aimed to help students develop self-confidence, better family relationships, parenting skills, and success in school. A program evaluation of 71 mothers previously served by TAP demonstrated the effectiveness of the program. Of the mothers served by TAP, 40% had graduated from high school, most had minimal substance abuse, and there was a low rate of giving birth to additional children. The results revealed a critical need for sustaining young mothers in the program over a longer time, i.e., beyond the school year in which they gave birth. (ABL)

ED 312 514 CG 022 010

Krueger, Sharon M. And Others
Personal Coping Strategies of the Elderly in Housing Emergencies: Clues to Interventions To Prevent Homelessness and Institutionalization.

Spons Agency—Retirement Research Foundation.

Pub Date—21 Oct 89

Note—17p; Paper presented at the Annual Meeting of the American Public Health Association (117th, Chicago, IL, October 22-26, 1989).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cognitive Ability, *Coping, *Homeless People, *Housing, *Incidence, Intervention, Low Income Groups, *Older Adults, Predictor Variables, *Social Services

This study considered broadly the problem of homelessness by examining the housing difficulties of one at-risk population, the elderly, who presented needs to one city emergency service agency. A random sampling of some 500 emergency case files identified the prevalence of a wide range of emergency situations affecting the city's elderly. At least 50 percent had problems immediately related to housing: evictions, landlord-tenant disputes, utility shutoffs, deplorable housing conditions, need for temporary or emergency shelter, and being chronically undomiciled. From 126 cases involving either need for shelter or deplorable housing conditions, researchers were able to develop 91 case studies. Three risk factors for homelessness were found to be: (1) living alone and lacking social supports; (2) diminished mental functioning; and (3) having very low incomes. Coping patterns which were identified included daily life pattern, degree of autonomy, na-

ture and meanings of attachments, denial, lifestyle theme, external factors, and overall ability to cope. The study revealed the magnitude of the deprivation some elderly individuals endure; the extent to which agency workers' behaviors, options, and interests are limited due to finite resources; and the importance of informal, long-term, often mutually satisfying helping relationships maintained by people in neighborhoods. (ABL)

ED 312 515 CG 022 011

Krueger, Sharon M. And Others
Relocation, Residence & Risk: A Study of Housing Risks and the Causes of Homelessness among the Urban Elderly.

Metropolitan Chicago Coalition and Aging, IL.; Michigan Univ., Ann Arbor. School of Social Work.

Spons Agency—Retirement Research Foundation; Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date—May 89

Note—114p; A product of the Housing Risks of the Elderly Project.

Available from—Metropolitan Chicago Coalition on Aging, 53 W. Jackson, Suite 1632, Chicago, IL 60606 (\$15.00, includes shipping and handling).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Aging (Individuals), High Risk Persons, *Homeless People, *Housing, Incidence, Intervention, *Older Adults, Predictor Variables, Social Services, *Urban Population

Identifiers—Illinois (Chicago), Single Room Occupancy

Homelessness is growing among the elderly as it is among every other age cohort in America, but the elderly appear to be underrepresented. This underrepresentation is puzzling, since the elderly appear to have unique vulnerabilities to homelessness. This study explored the connection between the growing shortage of low rent housing, the unique housing related problems of the elderly, and homelessness itself. A sample of seniors who had experienced serious housing problems was identified from persons who had been served by the Chicago Department of Human Services Emergency Services. Two "housing risk" samples (N=91) were identified: those who had needed temporary housing and those who had lived in deplorable conditions. These at-risk persons were compared with similarly aged low-income residents of Single Rooms Occupancy units throughout the city who had not necessarily experienced housing emergencies. The results indicated that: (1) shelter use by the elderly was usually very short-term; (2) a significant proportion of the elderly were vulnerable to loss of their homes; (3) factors that precipitate the loss of and incapacity to manage their homes included living alone and lacking social supports, diminished mental functioning, and very low income; and (4) there was a shrinking supply of low-income housing and scarcity of supported living environments. These findings suggest a need for more innovative and intensive outreach and service delivery to elderly persons before their housing condition or the effects of various losses force them to lose their residence also. (ABL)

ED 312 516 CG 022 012

Wolf, Rosalie S.
An Evaluation of the Senior Home Care Project.

Massachusetts Univ. Medical Center, Worcester.

Univ. Center on Aging.

Pub Date—Nov 88

Note—126p; Submitted to Elder Home Care Services of Worcester Area, Inc.

Pub Type—Reports—Evaluative (142)—Tests/Questionnaires (160)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Community Services, *Coordination, Health Services, Home Programs, Long Term Care, *Older Adults, *Program Effectiveness, *Program Evaluation

The Senior Home Care Program (SHCP) attempted to demonstrate the feasibility of integrating and coordinating medical, home health services, and home care for members of a senior health plan. It was designed to show how a state-supported home care system could work with health maintenance organizations to improve community-based long-term care. A quasi-experimental pre/post research design was carried out in which the clients in the SHCP (N=50) constituting the experimental group, were compared on a series of demographic, health, functional, psychological, social and health service variables with a matched group of elders

(N=50) constituting the control group who were receiving services in a traditional manner. The results indicated that in terms of affecting the functional, mental/emotional, or social status of the clients, the experimental treatment had no effect. The two groups were extraordinarily alike at admission and at 3, 6, and 12 months later. The fact that the clinical team (the integrative case management unit) had virtually no effect on the physical, cognitive, and social status of the clients and their utilization of services raises a serious question concerning the lack of benefits of the SHCP as it was designed. However, the team effort did lead to greater understanding and knowledge among the team members about the functions, roles, and resources of the participating agencies. (ABL)

ED 312 517 CG 022 014

Griffin, James A. Cicchetti, Dante
The DSM-III Classification of Child and Adolescent Depression.

Pub Date—Aug 89

Note—13p; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Children, Classification, *Clinical Diagnosis, *Depression (Psychology), *Labeling (of Persons), Sex Differences

Identifiers—*Diagnostic Statistical Manual of Mental Disorders

Over the last decade, notable advances have been made in the classification of child and adolescent psychopathology. The use of Diagnostic and Statistical Manual of Mental Disorders-III (DSM-III) diagnostic categories for depression with children and adolescents was investigated using archival classification data spanning an 8-year time period. Records were located for inpatients (N=260) and outpatients (N=128) ranging in age from 5 to 18 years who received one of five DSM-III diagnoses for depression. The overall sex ratio for the sample was approximately equal. However, sex differences were identified within specific DSM-III diagnostic categories. Children and preadolescents rarely received a diagnosis of depression, whereas Major Depressive and Comorbid disorders were diagnosed at a higher rate after puberty and required inpatient care. The overuse of the Adjustment Disorder with Depressed Mood diagnostic category in this sample suggests that modified adult diagnostic criteria are not adequate for the classification of depression in childhood and adolescence. Developmentally appropriate and empirically sound diagnostic criteria are needed to determine the etiology and sequelae of these disorders. (Author/ABL)

ED 312 518 CG 022 015

Panzl, Barbara McMahon, Timothy
Ethical Decision Making: Developmental Theory and Practice.

Pub Date—Mar 89

Note—20p; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (71st, Denver, CO, March 16-19, 1989).

Pub Type—Reports—General (140)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*College Students, *Decision Making, Decision Making Skills, Ethical Instruction, *Ethics, Higher Education, Moral Values

Identifiers—Gilligan (Carol), Kohlberg (Lawrence), Rest (James)

This document is a compilation of materials from a presentation on ethical decision making. These components are included: (1) four sample moral dilemmas; (2) graphs of Kohlberg's six stages of moral growth; (3) graphs of Gilligan's Theory of Moral Judgments; (4) graphs of Kohlberg's Theory of Ethical Principles; (5) a discussion of the four components of Rest's Model of Ethical Decision Making—interpreting the situation, deciding what is morally right, choosing between moral values and other values, and implementing a plan of action; (6) a discussion of practical applications of Rest's model focused on college students and arranged within each of the four previously mentioned components of Rest's model; (7) a list of ethical decision making situations for college student leaders; (8) a list of ethical issues for college student leaders to discuss using Rest's four component model; (9) a list of 10 ethical myths with a short discussion of each; and (10) a list of 10 commandments of executive

integrity with accompanying lists of cognitive and affective elements. References are listed. (ABL)

ED 312 519 CG 022 016

Johnson, Lloyd D. And Others

Drug Use, Drinking, and Smoking: National Survey Results from High School, College, and Young Adult Populations, 1975-1988. Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Report No.—DHHS-(ADM)-89-1638

Pub Date—89

Grant—3-R01-DA-01411

Note—379p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*College Students, Drinking, *Drug Use, Higher Education, High Schools, *High School Seniors, *Incidence, Smoking, Student Attitudes, *Trend Analysis, *Young Adults

This report is the twelfth in an annual series reporting the drug use and related attitudes of America's high school seniors, college students, and young adults. The findings, which cover the high school classes of 1975 through 1988, come from an ongoing national research and reporting program entitled "Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth." Two of the major topics which continue to be included in this series are the current prevalence of drug use among American high school seniors and trends in use by seniors since the study began in 1975. Distinctions among important demographic subgroups in the population are made, and this year for the first time distinctions among various socioeconomic levels are included. Also reported are data on grade of first use, trends in use at lower grade levels, intensity of drug use, attitudes and beliefs among seniors concerning various types of drug use, and their perceptions of certain relevant aspects of the social environment. Data on the prevalence and trends in drug use among young adults (late teens to the late twenties) who have completed high school are also incorporated into this report series. The continuing epidemic of cocaine use among young adults makes this an age group of particular importance. Two chapters in this report present data on college students specifically. Trends are presented on drug use among college students since 1980—the first year in which a good national sample of college students 1 to 4 years past high school was available from the follow-up survey. (ABL)

ED 312 520 CG 022 017

Adolescent Peer Pressure: Theory, Correlates, and Program Implications for Drug Abuse Prevention.

Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.

Report No.—DHHS-(ADM)-88-1152

Pub Date—88

Contract—271-78-4655

Note—122p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adolescents, Behavior Problems, Behavior Theories, *Drug Abuse, Peer Counseling, *Peer Influence, Peer Relationship, *Prevention, Program Content, Program Implementation

This document was conceived and developed to provide a better understanding of the pressures and tasks associated with adolescence, the empirically-based evidence of factors associated with drug use and other forms of problem behavior, different peer program approaches, and ways in which peer programs can be implemented. In Chapter I, "The Adolescent Society," Barbara Varenhorst discusses some of the myths and realities of an adolescent in today's society and the tasks that must be successfully met and addressed. In Chapter II, "Influences on Adolescent Problem Behavior: Causes, Connections, and Contexts," Ardyth Norem-Hebeisen and Diane Hedin examine the conceptual and empirical evidence for variables associated with problem behavior in general and drug abuse in particular. They also develop a model for analyzing antecedents of drug abuse that may be useful in

developing specific prevention programs. In Chapter III, "Types of Peer Program Approaches," Henry Resnik and Jeanne Gibbs discuss the broad goals of peer programs and present a typology for identifying different program categories. In Chapter IV, "Program Planning and Implementation," Mark Amy discusses the essential components of planning and implementing a peer program. An annotated list of resources in drug abuse prevention, prevention program planning, positive peer influence programs, peer teaching, peer counseling/facilitating/helping, and peer participation is included. (ABL)

ED 312 521 CG 022 018

Bell, Catherine S., Ed. Battjes, Robert, Ed.

Prevention Research: Detering Drug Abuse among Children and Adolescents. NIDA Research Monograph 63. A RAUS Review Report. National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Report No.—DHHS-(ADM)-87-1334

Pub Date—87

Note—246p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Adolescents, *Children, Cognitive Development, *Drug Abuse, *Interpersonal Competence, *Prevention, *Research, Skill Development, Smoking, Substance Abuse

Papers from the meeting "Prevention Research: Detering Drug Abuse Among Children and Adolescents" which focused on social skills and social inoculation approaches and also included a contrasting cognitive-developmental approach are presented in this document. These papers are included: (1) "Overview of Drug Abuse Prevention Research," (Catherine S. Bell and Robert J. Battjes); (2) "Personal and Social Skills Training: Cognitive-Behavioral Approaches to Substance Abuse Prevention," (Gilbert J. Botvin and Thomas A. Wills); (3) "Social and Personal Skills Training Programs for Smoking Prevention: Critique and Directions for Future Research," (Russilo E. Glasgow and Kevin D. McCaul); (4) "What We Know About the Social Influences Approach to Smoking Prevention: Review and Recommendations," (Brian R. Flay); (5) "The Social Influences Approach to Smoking Prevention and Progress Toward an Integrated Smoking Elimination Strategy: A Critical Commentary," (Harry A. Lando); (6) "A Cognitive Developmental Approach to Smoking Prevention," (Kathleen Glynn, Howard Leventhal, and Robert Hirschman); (7) "The Cognitive Developmental Model and Other Alternatives to the Social Skills Deficit Model of Smoking Onset," (William J. McCarthy); (8) "Methodological Issues in Research on Smoking Prevention," (Anthony Biglan and Dennis V. Ary); (9) "Priorities in Research in Smoking Prevention," (Thomas D. Cook); and (10) "Future Directions in Drug Abuse Prevention Research," (Robert J. Battjes and Catherine S. Bell). (ABL)

ED 312 522 CG 022 019

Smith, Bert Kruger

Grandparenting in Today's World.

Texas Univ., Austin. Hogg Foundation for Mental Health.

Pub Date—89

Note—23p.

Available from—Hogg Foundation for Mental Health, Attn: Publications Division, University of Texas, P.O. Box 7998, Austin, TX 78713-7998. Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Family Relationship, Grandchildren, *Grandparents, *Social Change

Grandparenting and grandparents themselves come in many guises—young and full of vigor, old and ailing, filled with joy or burdened with concerns. For the first time in history a large number of grandparents are living long enough to get to know their grandchildren. Grandparents today are diverse in culture, financial status, health, emotional stability, and age. The larger number of grandparents, increasing independence of many grandparents thanks to pension plans and Social Security, and wider outside interests have brought multiple benefits for older and younger generations. These same factors often result in greater complications. As grandparents have more time to share, emotionally and financially, in the financial, health and social

problems of children and grandchildren, they become more intricately interlaced with the lives of other generations. A few of the dilemmas which surface in the current grandparental life include divorce; stepgrandchildren; serving as "bankers" for younger generations; the "parenting" grandparent; the out-of-wedlock grandchild; the "different" grandchild; the difficult grandchild; the other nationality grandchild; the religiously different grandchild; and destructive relationships. Many new roles exist in the arena of grandparenting. Great-grandparents have emerged as forces in family structure. Grandparents, in a sense, have come into their own. (ABL)

ED 312 523 CG 022 020

Parrott, Charlene And Others

Common Threads for the Future: Michigan Exemplary Career Guidance Programs (Farmington Public Schools' K-12 Career Development Program).

Farmington Public Schools, MI.

Pub Date—89

Note—248p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Career Development, Career Exploration, *Career Guidance, Career Planning, Elementary Secondary Education, Public Schools, *School Counseling, School Counselors

Identifiers—*Farmington Public Schools MI
The Farmington Public Schools' K-12 developmental career program is designed to reach every student at every grade level. The focus of the program is self and career awareness, decision making, career planning and exploration, and job seeking skills. Outcomes expected are that students will develop and implement a realistic career plan, assess their own interests and abilities, learn a decision-making process, become aware of a wide variety of careers and how to research career information, set goals and plan steps to achieve them, complete job applications, prepare resumes, and learn job search and interviewing skills. This packet consists of documents related to the K-12 developmental career program. The packet includes: (1) program abstract; (2) career guidance plan; (3) K-5 status report forms and elementary teacher summary; (4) educational and career developmental plan profile; (5) career education booklets for grades 6, 7, 8, 9, and 10; (6) a copy of the school district's newsletter on career development "Perspectives" which describes ongoing activities in the schools and discusses current issues/viewpoints; (7) a letter to parents on vocational programs; (8) a bilingual letter to parents; (9) vocational classes and job placement brochures; (10) description of the guidance placement project; (11) a brochure from the CHOICES program, a seminar for young women on math, science, and computer related careers; and (12) a counseling curriculum description which discusses student and counselor goals, the evaluation procedure, and references. (ABL)

ED 312 524 CG 022 021

Scottron, Kathleen V.

Support Group Intervention for Adult Female Rape Victims.

Pub Date—May 85

Note—79p.; M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Counseling Services, Females, *Group Counseling, *Intervention, *Program Effectiveness, *Rape, *Social Support Groups

Staff of a rape crisis agency recognized the need for counseling services for survivors of sexual assault, but were unable to provide on-going counseling on a regular basis due to a staffing shortage. A support group for adult female rape victims was formed to reduce individual therapists' caseloads, to provide counseling services to a greater number of adult female clients, and to assist the women to regain control of their lives and to recover from their assault experience. The support group combined discussion, role-play, consciousness-raising, assertiveness training, and relaxation exercises to encourage the development of insight, growth, and the remediation of crisis reactions in the participants. The participants (N=8) in the support group completed self-evaluative questionnaires at periodic intervals throughout the 4-month program. Responses to the questionnaires indicated definite reductions in both somatic and psychological distress.

These positive changes were attributed to the supportive intervention of the group. The development and implementation of support groups to meet the needs of various types of clients will enable the agency to continue to fulfill its goals and objectives of service and support to those who become the victims of intimate, yet violent, sexual assaults. The appendices include: the number of rapes by jurisdiction, year and month; a 20-item victims questionnaire; exit survey for group members; a needs assessment study of services to rape victims in Florida, 1984; the 1984/85 budget; and relaxation exercises. (ABL)

ED 312 525 CG 022 022
Tang, Thomas Li-Ping. Sarsfield, Linda Thomas. The Effects of Self-Esteem, Task Label, and Performance Feedback on Goal Setting, Efficacy, and Task Performance.

Pub Date—Apr 89
Note—25p; Portions of this paper were presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Students, Higher Education, *Performance, *Self Efficacy, *Self Esteem Identifiers—*Goal Setting, *Task Labels

It has been stated that a task label may shape the interpretation of a task, but the evaluation of that task depends on both that interpretation and the personal values, such as self-esteem, of the individual. The major purpose of this study was to examine the effects of self-esteem (high versus low), task label (difficult versus easy), and performance feedback (positive versus negative) on self-set goals, efficacy, performance, and attributions. Task perception was treated as a between-subjects variable in this study. Subjects (N=120) were undergraduate psychology college students who responded to a questionnaire measuring self-esteem, labeled an anagram-solving task as difficult or easy in two work periods, and had their task performance measured on the anagram. Subjects set lower goals in the difficult condition than they did in the easy condition in the first period, however, no difference was found in the second period. High self-esteem subjects had higher self-efficacy than those with low self-esteem. For high self-esteem subjects, feedback had strong impacts on subjects' liking of a difficult task, whereas for those with low self-esteem, feedback had strong impacts on subjects' liking of an easy task. After positive feedback of performing a difficult task, those with high self-esteem increased their task liking, whereas those with low self-esteem decreased their liking. Subjects also showed higher intrinsic motivation after positive feedback than after negative feedback. (ABL)

ED 312 526 CG 022 023
DeFrancesco, J. J. And Others

The Connecticut Children's Mental Health Services Assessment Program: Barriers to Treatment.

Pub Date—Nov 88
Note—9p; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, November 13-17, 1988).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Health, Elementary Education, *Mental Health Programs, *Needs Assessment, Pilot Projects, State Programs

Identifiers—*Access to Health Care, Connecticut

The state of Connecticut initiated a statewide program of systematic needs assessment for children's mental health services in 1986-1987. A stratified random sample of children ages 6 to 11 was drawn from registration lists of all public, private, and parochial schools. Of 79 schools, 56 were sampled, and 34 agreed to participate in the survey. Questionnaires were distributed with six phases of notification and follow-up for parents, and three for teachers. Parents (N=822) and teachers (N=501) completed questionnaires covering such areas as demographic and social characteristics; emotional and behavioral symptomatology; perceived need for services and service utilization profiles; barriers to treatment; and academic data on school performance. The results indicated that 11 percent of parents in this inner city population reported at least one barrier to treatment, with the most commonly cited barrier being that the parent did not know how to obtain services for their child, followed by cost of

services. A second set of descriptive analyses examined the profile of treatment barriers among children who were screened as potentially needing mental health services. At least one barrier to treatment was reported by parents for 30 percent of children who were screened as needing mental health services. Lack of knowledge about services and cost were the most frequently reported barriers. The results suggest that there are distinct different treatment barriers experienced by different high-risk populations in the inner city. (ABL)

ED 312 527 CG 022 024
Smith, Phony Zhou. International Student Depression during Cultural Adjustment: Two Counseling Approaches and Strategies.

Pub Date—10 Nov 89
Note—8p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), College Students, Counseling Objectives, Counseling Services, *Counseling Theories, *Depression (Psychology), *Foreign Students, Higher Education, School Counseling

The growing number of international students and exchange scholars enrolled in American colleges and universities each year has called attention to the need to provide special mental health services to help international students adjust to the host culture and solve various mental health problems. According to Alderian theory, people are basically social beings and all their behaviors are purposeful and goal-oriented. When international students come to the United States, almost all will experience the feelings of loneliness and homesickness. Working with clients with culturally induced depression, the counselor's encouragement is very important. Group work is highly recommended in the Alderian approach. Students are active participants in such group discussion. Using behavior counseling, the goal for the international student is to adapt to the host culture without adopting it and abandoning the home culture since they are planning to return to their home culture. Although the outcomes of counseling will vary among individuals, the general outcomes of counseling should be an increase in interaction with the host society and a decrease in anxiety and depression caused by cultural differences. When actually working with students, counseling strategies should be carefully chosen according to the needs and specific situation of that individual. (ABL)

ED 312 528 CG 022 025
Higgins, Keith B.

Adolescent Self-Esteem and the Schools.

Pub Date—Oct 87
Note—138p.

Pub Type—Reports—General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adolescent Development, *Adolescents, Attitude Change, Educational Environment, Models, *School Role, Secondary Education, *Self Esteem, *Student Needs, *Theories

This book was written to help schools and educators in their efforts to raise the self-esteem of adolescent students. The first chapter presents the layout of the book. Chapter 2 explains Coopersmith's (1967) model of self-esteem, emphasizing the model's relevance to secondary education. Experiences leading to feelings of significance, competence, power, and virtue, considered by Coopersmith to be the four sources of self-esteem, are each considered individually as they relate to self-esteem theory and to adolescent development. In chapter 3, Coopersmith's model is discussed as it relates to Dreikurs' four causes of misbehavior, Glasser's reality therapy, and Bandura's self-efficacy mechanism. Chapters 4 through 7 deal with helping the student with low self-esteem, focusing on recognizing student strengths and abilities (chapter 4), available school resources and approaches (chapter 5), applications to particular student problems (chapter 6), and self-esteem enhancement as a preventive strategy (chapter 7). Chapters 8 through 11 examine school and classroom variables related to student self-esteem. Chapter 8 looks at the school variables of size, location, design and appearance, and scheduling procedures. Chapter 9 compares unidimensional to multidimensional classrooms,

competitive to cooperative teaching strategies, and student-centered to content-centered curricula. Chapter 10 suggests possible school-wide interventions and chapter 11 discusses communications approaches. The book concludes with a 91-item bibliography. (NB)

ED 312 529 CG 022 026
Kurkjian, Jayne A. Scott, Joseph R.

The Representation of Psychology in the Child Sexual Abuse Literature: An Analysis and Bibliography.

Pub Date—May 89
Note—19p; Paper presented at the Annual Meeting of the Association for Behavior Analysis (12th, Milwaukee, WI, May 25-28, 1989).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Abuse, Medical Services, Psychiatry, *Psychology, *Scholarly Journals, *Sexual Abuse, Social Work

It has been estimated that 20 to 38% of females and 10% of males have been sexually abused prior to age 18. This study reviewed the treatment literature to determine any differential interests in the topic of child sexual abuse across the disciplines of social work, psychology, psychiatry, and medicine. Ten professional journals, considered representative of these four disciplines or likely to contain a high frequency of articles on sexual abuse, were reviewed for articles relevant to child or adolescent sexual abuse. Articles addressing sexual abuse were reviewed for professional affiliation of the senior author; signs, symptoms, and effects of ongoing or past abuse; and treatment approaches. One issue from each volume of each journal was also randomly selected to gather baseline data on professional disciplines of all authors publishing in that journal. A total of 118 articles focusing directly on the signs, symptoms, effects, and treatment of child sexual abuse were found. A total of 1,327 articles were sampled to form the baseline for professional disciplines. The findings from chi-square analyses revealed a differential responsiveness to sexual abuse across professional disciplines. Articles from psychiatry and medicine were represented in the child abuse literature to the same degree as they were represented in the literature in general. Social work contributed 12% of the articles in the baseline sample and almost 33% of the sexual abuse papers reviewed. Psychology provided 38% of articles in the baseline sample, but only 18% of the sexual abuse articles. (Tables are included which list signs and symptoms of ongoing abuse, signs and symptoms of past abuse, parental signs of child sexual abuse, and therapeutic interventions described in the sample. Two bibliographies are included: one lists the 118 articles reviewed in the study, the other lists 85 related references.) (NB)

ED 312 530 CG 022 027
Schimeall, Kent M. Ernst, Trudy A.

Advising Older Homeowners on Home Equity Conversion: A Guide for Attorneys.

Pub Date—86
Note—31p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049 (free).

Pub Type—Guides—Non-Classroom (055)—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cost Effectiveness, *Homeowners, *Lawyers, *Older Adults

Identifiers—*Home Equity Conversion

This manual is intended to introduce attorneys to the concept of home equity conversion (HEC) so that they can knowledgeably advise elderly homeowners who may be considering this type of transaction. It is directed to attorneys representing the elderly rather than to attorneys representing lenders or investors in home equity conversion transactions. The introduction explains that all HEC plans convert an elderly person's home equity into a liquid asset and enable the homeowner to continue living in the home without regular loan repayments. It is noted that HEC liquidifies all or a portion of the equity in the home; entails costs to the homeowner in the form of transaction costs, interest, or foregone appreciation; and involves some risk for both homeowners and lenders. Overall considerations in counseling are discussed and attorneys are advised to

conduct a cost-benefit analysis over the expected life of the client. The three most common methods of HEC (reverse mortgage loans, sale-leasebacks, and sale of remainder interests) are described and significant issues related to each method are raised. One section focuses specifically on how the various forms of home equity conversion would affect a Supplemental Security Income recipient. The final section recommends that, before making a decision about home equity conversion, elderly homeowners should consider all alternatives available to them. Some of these alternatives are briefly discussed. (NB)

ED 312 531 CG 022 028
Opening All Options. Proceedings of the Ohio Middle School and Junior High School Career Guidance Conference (Columbus, OH, June 28-30, 1988). Volume II.

Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
 Spons Agency—Department of Education, Washington, D.C.
 Pub Date—89

Note—369p.; For the 1987 conference proceedings, see ED 299 491.

Pub Type—Collected Works—Proceedings (021)
EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Career Guidance, *Junior High Schools, *Middle Schools, *School Counseling, *School Counselors, *School Guidance, Secondary Education, Secondary School Students, Trend Analysis

Identifiers—*Ohio

This document presents the conference proceedings from two 3-day career guidance conferences, held in 1987 and 1988, which focused attention on the need to develop a comprehensive career guidance program in Ohio middle and junior high schools. It also describes the plans, expected outcomes, and first-year results obtained by the middle school and junior high school personnel attending the 1987 and 1988 conferences. Papers in Part I of the proceedings include: (1) "How to Improve a School Guidance Program" (Norman Gysbers); (2) "Competency-Based Guidance Programs: A Model of the Future" (C. D. Johnson and Sharon Johnson); (3) "Parents and Their Early Adolescents' Career Development" (Luther B. Otto); (4) "The Counseling Profession: Striving to Make a Difference" (Julian Earls); (5) "Junior High School Career Development" (David W. Winefordner); (6) "Learning Style and the Brain in Middle and Junior High Schools" (David Andrews); and (7) "A Brief Introduction to Vocational Guidance Counseling Services in the Federal Republic of Germany" (Jutta Ziegler). Parts 2 and 3 of the proceedings describe plans and results of the 1987 and 1988 Ohio Middle School and Junior High School Guidance Counselors Conference. Included in these sections are the participants' guidance program improvement plans and goals and statements of expected student results, and a description of career guidance program activities. A list of all participants and the 1987 and 1988 agendas complete the document. (NB)

ED 312 532 CG 022 029
Weinrobe, Maurice
Home Equity Conversion for the Elderly: An Analysis for Lenders.

American Association of Retired Persons, Washington, D.C.

Pub Date—86

Note—31p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049 (Free).

Pub Type—Information Analyses (070)—Guides—Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cost Effectiveness, *Homeowners, *Older Adults

Identifiers—*Home Equity Conversion

This report was prepared to explain home equity conversion (HEC), a means whereby elderly persons can convert the wealth represented by homeownership into a flow of income. It focuses exclusively on arrangements that convert residential equity into discretionary cash. The introduction reviews the recent history of HEC in the United States. A section on types of reverse mortgages explains that all reverse mortgages are rising-debt loans, and that types of reverse mortgages differ primarily in how interest is calculated or charged,

how the term is determined, and how disbursements are established. Various types of reverse mortgages are described and discussed. Different characteristics of reverse mortgages and sale leasebacks are analyzed in terms of their effects on homeowner income and rate of return to the lender. The next section examines the technical specifications of various HEC instruments. Descriptions of instruments are sufficiently detailed to enable lenders to understand how payments, the loan balance, the terms to maturity, and other loan parameters of reverse mortgages interact, and how different combinations of the variables affect the rate of return to the lender. Lender and borrower risks associated with reverse mortgages are discussed, as are lender and borrower benefits. The final section considers the future of reverse mortgage lending. (NB)

ED 312 533 CG 022 030
Haske, Margaret Cohen, Rebecca, Ed.
A Home Away from Home: Consumer Information on Board and Care Homes.

American Association of Retired Persons, Washington, D.C.

Pub Date—88

Note—40p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049 (Free).

Pub Type—Reports - General (140)—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Aging (Individuals), Daily Living Skills, *Housing, *Individual Needs, *Older Adults, Self Care Skills

Identifiers—*Board and Care Homes

This report provides consumer information on board and care homes, a housing alternative for older persons which serves a broad spectrum of the population, ranging from those needing a modest amount of care and assistance to those who are physically or mentally disabled, but do not need to be institutionalized. The first section of this two-part book explains what to look for in, and what to expect from, a board and care home. It presents characteristics of board and care homes and discusses what board and care homes are, who owns them, who manages them, home size, licensing, safety, characteristics of residents, numbers and locations of board and care homes, and costs and service packages available. The second section suggests a number of considerations regarding this kind of living arrangement, and then identifies specific qualities to evaluate before choosing a particular board and care home. Advantages and disadvantages of board and care homes are discussed, and potential residents are encouraged to consider house rules, location, licensing, safety, food service, individual needs and services available, discharge policies, and opinions of current residents. Appendix A describes the efforts of some government agencies and private groups to provide, regulate, and monitor the safety and level of care in board and care homes. Appendix B contains a chart of state laws and programs that relate to board and care of elderly and disabled adults. (NB)

ED 312 534 CG 022 031
Fis, Mary Ellen R.
Dangerous Products, Dangerous Places: An AARP Report on Home Safety and Older Consumers.

American Association of Retired Persons, Washington, D.C.

Pub Date—88

Note—38p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049 (Free).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accident Prevention, *Consumer Protection, *Older Adults, *Safety

This report was written to identify the safety problems confronting older persons and to educate readers about product and home hazards and appropriate preventive measures. It was written for older consumers, their families, policymakers, and manufacturers. Information on the incidence of home accidents and consumer product accidents among the elderly is presented. A section on products and activities that are most hazardous to older persons provides synopses of major hazard areas for older persons, including bathtubs and showers, farm and garden tractors and riding lawn mowers, flam-

mable clothing, hot water, liquified petroleum gas heating systems, ranges, stairs and steps, swimming pools, bicycles, and chemicals and pollutant hazards. For each area, data on injuries and deaths among older persons are presented, possible solutions are discussed, and product areas needing continued research to address the problem are identified. Products which increase safety and prevent accidents are discussed, including smoke detectors, automatic sprinkler systems, and personal emergency response systems. The need for consumer education and research is emphasized. Figures are included which illustrate products and places associated with deaths and injuries to older Americans, activities affecting safety and self-sufficiency that pose problems for older persons, consumer products associated with deaths among persons age 50 and older, product-related deaths among persons age 50 and older, deaths associated with specific products, the effects of hot water, and products that may enhance consumer product safety. A bibliography and list of resources are provided. (NB)

ED 312 535 CG 022 032
Hubbard, Linda, Ed. Beck, Tom
Housing Options for Older Americans.

American Association of Retired Persons, Washington, D.C.

Pub Date—84

Note—49p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049 (Free).

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Decision Making, *Housing, *Housing Needs, *Older Adults

Data appear to show that older Americans change their living arrangements only when their needs change and that, as long as they are able, older people prefer to make adjustments within the home they already occupy rather than move. This book was written for older adults who either want to stay in their current home or who are considering a move. It explains some of the housing and living arrangements available to older adults. Separate chapters are devoted to the issues of: (1) "Homes and Apartments" (Leo E. Baldwin); (2) "Mobile Manufactured Homes" (Katrinka Smith Sloan); (3) "Condominiums" (Leo E. Baldwin); (4) "Cooperatives" (Katrinka Smith Sloan); (5) "Retirement Communities" (Leo E. Baldwin); (6) "Home Equity Conversion" (Ken Scholten); (7) "Accessory Apartments" (Patrick H. Hare); (8) "ECHO (Elder Cottage Housing Opportunity) Housing" (Patrick H. Hare); (9) "Home Matching Programs" (Leah Dobkin); (10) "Shared Housing" (Dennis Day-Lower, Drayton Bryant, and Joan Ward Mullaney); and (11) "Federal Programs and Senior Housing" (Tom Beall and Marie McGuire Thompson). Also included are a glossary of housing options for older people and a list of resources for each type of housing discussed in the report. (NB)

ED 312 536 CG 022 033
Understanding Senior Housing: An American Association of Retired Persons Survey of Consumers' Preferences, Concerns, and Needs.

American Association of Retired Persons, Washington, D.C.

Pub Date—[86]

Note—32p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049 (Free).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Age Differences, *Housing, *Housing Needs, *Older Adults, Racial Differences, *Sex Differences, Surveys

Aging and housing professionals must reexamine housing policy and practices, and reshape housing opportunities for older persons without undermining their preferences and values. A nationwide survey of 1,500 adults age 60 and older was conducted to determine their housing needs, concerns, and preferences. The results revealed that 70% of respondents lived in single family houses and that 65% owned their homes outright. Ten percent lived in either a retirement community or a senior citizen building. Fifty-six percent lived with a spouse, 33% lived alone, and 11% lived with another relative. Women were more than twice as likely as men to

live alone, with 78% of women over age 80 living alone. Forty-six percent of respondents lived in their current residence for over 20 years; 66% lived in their current communities for over 20 years. Most respondents reported being very satisfied with their housing situations. They expressed concern about losing their independence. Respondents reported receiving help with household tasks, most commonly with outdoor maintenance, heavy housework, and home maintenance. Family members were the most likely to help with maintenance. Minorities, persons with serious health limitations, persons who live alone (especially women), and mobile home residents expressed the most concern and dissatisfaction with their housing situations. (NB)

ED 312 537 CG 022 034

Your Home, Your Choice. A Workbook for Older People and Their Families.

American Association of Retired Persons, Washington, D.C.; Federal Trade Commission, Washington, D.C.

Pub Date—85
Note—34p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049 (Free).

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Aging (Individuals), Daily Living Skills, Housing, *Housing Needs, *Needs Assessment, *Older Adults, Self Care Skills

This workbook was written for older Americans considering various living arrangements as they get older. It is designed to encourage older adults to take an active role in making decisions about their housing arrangements. An introductory checklist helps readers assess what aspects of housing are most important to them. Other sections explore ways to help older adults stay in their own home, change their home to make it more suited to their needs, or use supportive housing. Questions listed at the end of each section help readers get all the facts before they make a decision. Readers are encouraged to plan ahead rather than make a housing decision in response to a crisis, thoroughly research any prospective change, refer to the Resources section of this workbook to find additional information about various housing alternatives, evaluate their finances, and discuss the options with their family. For older adults opting to stay in their own homes, a variety of in-home services are described, including home health care, homemaking services, nutrition programs, reassurance programs and friendly visiting programs, and home maintenance and repair services. Home adaptations are also discussed. Homesharing, accessory apartments, and ECHO (Elder Cottage Housing Opportunity) housing are explained as possible alternative housing arrangements. The section on supportive housing discusses board and care homes, congregate housing, continuing care retirement communities, and nursing homes. Additional resources are listed and addresses for Offices on Aging are given for all 50 states, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, the Trust Territory of the Pacific, and the Virgin Islands. (NB)

ED 312 538 CG 022 035

Scholen, Ken

Home-Made Money: Consumer's Guide to Home Equity Conversion.

American Association of Retired Persons, Washington, D.C.

Pub Date—87
Note—45p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049 (Free).

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Consumer Education, *Homeowners, *Income, *Older Adults

Identifiers—*Home Equity Conversion

This guide was written to introduce consumers to home equity conversion (HEC) plans that are currently available and to explain the current state of HEC developments. It describes how the basic types of HEC plans work, gives examples of how they can be used, discusses their advantages and disadvantages, and tells where they are available. Similarities among all HEC plans are discussed and differences between various plans are ex-

plained. Basic differences between home equity conversion plans and home equity loans are described. Special purpose loans, which do not have to be repaid until the homeowner dies, moves, or sells the house are presented as the most widely available and most often used HEC plans. Deferred payment loans for home repairs and improvements, and property tax deferral loans are described. Advantages, disadvantages, and availability of deferred payment loans and of property tax deferrals are examined. Reverse mortgages are presented as the most flexible and adaptable types of HEC plans. Three types of reverse mortgage plans are described: term reverse mortgage, split term reverse mortgage, and shared appreciation reverse mortgage. Advantages, disadvantages, and availability of each type are given. Line-of-credit reverse mortgages and insured reverse mortgages are discussed as two new forms of reverse mortgages still being developed. The final form of HEC plans presented is the sale plan and two basic types of HEC sale plans are considered: sale leaseback and the life estate. Summaries of home equity conversion plans are appended. (NB)

ED 312 539 CG 022 036

Assessing Elderly Housing. A Planning Guide for Mayors, Local Officials, and Housing Advocates.

American Association of Retired Persons, Washington, D.C.; United States Conference of Mayors, Washington, D.C.

Spons Agency—Administration on Aging (DHHS), Washington, D.C.; Department of Housing and Urban Development, Washington, D.C.

Pub Date—86

Grant—90-AM-0011

Note—99p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049 (Free).

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Housing, *Housing Needs, *Needs Assessment, *Older Adults

This guidebook was designed to assist mayors, local officials, community activists, community-based organizations, and other aging and housing advocates in developing a framework to measure elderly housing needs and to develop a systematic strategy for assisting the elderly in their city with choices in suitable and affordable living arrangements. Chapter 1, An Overview of Elderly Housing, provides an overview of the demographics of the aging population and their housing needs by examining differences between owners and renters, the issue of housing affordability, and the impact of changing health on housing. Chapter 2, Planning for Elderly Housing, discusses general housing characteristics, current and future, as well as elderly housing needs as part of the planning process. Chapter 3, Getting Started: Tools and Techniques, describes census and other data and reference materials, and techniques for using existing data to identify characteristics of the city's elderly population. Chapter 4, Techniques to Assess Elderly Housing Needs, describes special housing considerations of the elderly and methods for measuring degree of elderly housing needs in the community. Methods for assessing the elderly's health and wealth, their living expenses, the compatibility of neighborhoods, and the suitability of the housing unit are described. Chapter 5, Expanding Choices in Living Arrangements, describes some of the emerging alternative living arrangements for older persons. Chapter 6, Developing a Community Strategy for Elderly Housing, addresses strategies which a community may take to respond to elderly housing needs. Sixteen sections of the appendices include: major programs of the Department of Housing and Urban Development to assist the elderly; state property tax programs for the elderly; and sample calculation for estimating the housing tenure (owner/renter) of elderly occupied units. (NB)

ED 312 540 CG 022 037

Rental Housing.

American Association of Retired Persons, Washington, DC. Consumer Housing Information Service for Seniors.

Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—87

Note—31p.; For related documents, see CG 022 038-041.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC

20049 (Free).

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Housing, *Landlords, *Older Adults

Identifiers—*Rental Housing Policies

This is one of a series of booklets prepared as a resource for trained Housing Information Volunteers to provide impartial information to older people who have questions of concern about how to find safe, comfortable, affordable housing; how to find household expenses or use their homes to earn extra income; home maintenance and home improvement; tenants' rights; and local housing subsidy or in-home assistance programs. This booklet provides an overview of rental housing, listing both advantages and disadvantages of renting. Information is provided on selecting a rental unit and potential renters are advised to consider a unit's location, safety, lease arrangement, services, companionship, and suitability over time. Sources of help in finding a rental unit are identified. Other issues discussed include rent subsidies, the lease arrangement, discrimination in housing, types of leases or rental agreements, the rights and duties of landlords, the rights and duties of tenants, ways of resolving landlord/tenant disputes, finding help with landlord/tenant disputes, and insurance. A list of housing publications and a sample lease agreement are appended. (NB)

ED 312 541 CG 022 038

CHISS: Information Pak.

American Association of Retired Persons, Washington, DC. Consumer Housing Information Service for Seniors.

Pub Date—[87]

Note—16p.; For related documents, see CG 022 037-041.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049 (Free).

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Housing, *Information Sources, *Older Adults, Resource Materials

Identifiers—*Consumer Housing Information Service for Seniors

This document contains information on the Consumer Housing Information Service for Seniors (CHISS), a local service organized under the auspices of the American Association of Retired Persons and a local agency or organization that serves the elderly, which uses trained Housing Information Volunteers to provide information on an individual basis to older persons in the community who are interested in learning more about housing and housing-related services. An overview section describes the philosophy and background of CHISS and explains the roles of the CHISS Housing Information Volunteer; the local CHISS lead agency, coordinator, and coalition; the American Association of Retired Persons; and the CHISS organizers and trainers. Charts and diagrams are provided which illustrate the relationships between the various components of the CHISS organization. The final section summarizes roles and responsibilities of these components. (NB)

ED 312 542 CG 022 039

A Consumer's Guide to Homesharing.

American Association of Retired Persons, Washington, DC. Consumer Housing Information Service for Seniors.

Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—87

Note—11p.; For related documents, see CG 022 037-041.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049 (Free).

Pub Type—Guides - General (050) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Homeowners, *Housing, *Housing Needs, Landlords, *Older Adults

Identifiers—*Homesharing

This is one of a series of booklets prepared as a resource for the American Association of Retired Persons' (AARP) Consumer Housing Information Service for Seniors, a local AARP volunteer program that uses trained Housing Information Volunteers to provide impartial information to older

people who have questions of concern about how to find safe, comfortable, affordable housing; how to cut household expenses or use their homes to earn extra income; home maintenance and home improvement; tenants' rights; and local housing subsidy or in-home assistance programs. This booklet provides an overview of homesharing, an arrangement by which two or more unrelated persons share a dwelling in which each retains a private space. It notes that a homesharing arrangement might involve a homeowner and a renter or persons renting a house or apartment together. The ability to tailor a homesharing arrangement to the needs and desires of the persons involved is shown in examples of homesharing involving a service exchange. Questions are provided which can help homeowners decide if homesharing is right for them. Considerations which are necessary to make homesharing work are discussed. Two self-questionnaires are included, one for those considering sharing their homes or apartments, and one for those interested in sharing someone else's home or apartment. Guidelines for a lease in a homesharing arrangement and a list of sources for additional information are appended. (NB)

ED 312 543

CG 022 040

A Consumer's Guide to Accessory Apartments.
American Association of Retired Persons, Washington, DC. Consumer Housing Information Service for Seniors.

Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—87

Note—23p.; For related documents, see CG 022 037-041.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049 (Free).

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Consumer Education, Family Life, *Housing, Housing Needs, Landlords, *Older Adults

Identifiers—*Accessory Apartments

This is one of a series of booklets prepared as a resource for the American Association of Retired Persons' (AARP) Consumer Housing Information Service for Seniors, a local AARP volunteer program that uses trained Housing Information Volunteers to provide impartial information to older people who have questions of concern about how to find safe, comfortable, affordable housing; how to cut household expenses or use their homes to earn extra income; home maintenance and home improvement; tenants' rights; and local housing subsidy or in-home assistance programs. This booklet provides an overview of accessory apartments, describing the advantages and disadvantages of accessory apartments and steps necessary to create an accessory apartment in one's home. An accessory apartment is described as a complete, self-contained living unit created within an existing single-family home. Financial considerations related to creating an accessory apartment are discussed and the impact of rental income is explained. Other issues considered are apartment design, zoning, getting a special use permit, finding a contractor, renting the accessory apartment, and community considerations. A Model Accessory Apartment Ordinance for Single Family Conversions and a sample lease agreement are appended. (NB)

ED 312 544

CG 022 041

A Guide to Local Housing Resources for Older Persons.

American Association of Retired Persons, Washington, DC. Consumer Housing Information Service for Seniors.

Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—86

Note—35p.; For related documents, see CG 022 037-040.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049 (Free).

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Housing, Housing Needs, *Information Sources, *Older Adults, Resource Materials

This guide was developed for use by Housing Information Volunteers, persons trained by the Consumer Housing Information Service for Seniors, a local service organized under the auspices of the American Association of Retired Persons and a local agency or organization serving the elderly. It briefly defines programs and services that help older persons with their housing needs. Names of services and facilities, addresses, and telephone numbers are given along with eligibility requirements and costs, where applicable. The guide provides a systematic process for compiling and documenting local housing and related resources, serves as a ready reference and field guide for use by Housing Information Volunteers to discuss local options with older consumers, and serves as a training resource to introduce volunteers to housing programs and services available in their communities. Program types are listed in alphabetical order for each reference. A selected list of publications that describe services and programs appears at the end of the guide. Blank pages are provided for readers to add resources unique to their areas. The format is a working notebook in which readers can update information and write in notes on the services offered in their communities. Information is given on programs that help lower housing costs and/or increase income using one's home equity; provide in-home support services; improve the livability of one's home; address alternative housing and living arrangements; and provide other types of assistance such as help for renters, respite care, and adult day care. (NB)

consumer Housing Information Service for Seniors, a local service organized under the auspices of the American Association of Retired Persons and a local agency or organization serving the elderly. It briefly defines programs and services that help older persons with their housing needs. Names of services and facilities, addresses, and telephone numbers are given along with eligibility requirements and costs, where applicable. The guide provides a systematic process for compiling and documenting local housing and related resources, serves as a ready reference and field guide for use by Housing Information Volunteers to discuss local options with older consumers, and serves as a training resource to introduce volunteers to housing programs and services available in their communities. Program types are listed in alphabetical order for each reference. A selected list of publications that describe services and programs appears at the end of the guide. Blank pages are provided for readers to add resources unique to their areas. The format is a working notebook in which readers can update information and write in notes on the services offered in their communities. Information is given on programs that help lower housing costs and/or increase income using one's home equity; provide in-home support services; improve the livability of one's home; address alternative housing and living arrangements; and provide other types of assistance such as help for renters, respite care, and adult day care. (NB)

ED 312 545

CG 022 042

Towers, Richard L.

Children of Alcoholics/Addicts.

National Education Association, Washington, D.C.

Report No.—ISBN-0-8106-0242-3

Pub Date—Sep 89

Note—83p.

Available from—National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516.

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Alcoholism, *Drug Abuse, Elementary Secondary Education, *Family Problems, High Risk Students, *Parent School Relationship, *School Counseling, Student Needs, Student Problems, Substance Abuse

Identifiers—*Children of Alcoholics

The purpose of this booklet is to raise the awareness of teachers and other school personnel about the needs and characteristics of the children of alcoholics and addicts and to explain what schools can do to help. The booklet discusses: (1) risk factors for children of alcoholics and substance abusers, including the psychological, emotional, and developmental consequences of having an alcoholic or addicted parent; (2) how the disease of alcoholism and addiction develops, progresses, and affects the family; (3) what the impact of this experience is on the children who come from these homes; (4) what to do, both within the classroom and outside of it, to help these children, including drug and alcohol education, parental involvement, counseling, student assistance programs and staff awareness; and (5) where to go for information, materials and help. A three-session workshop for school staff, "Children of Alcoholics in School," is described and the workshop goals are explained: to introduce staff to the feelings, needs, and characteristics of students in families where chemical abuse causes problems; to explore family disease and family roles in an addictive family; and to identify children who may be in alcoholic families and design an action plan to help them in the school setting. (ABL)

ED 312 546

CG 022 043

O'Brien, Michael T.

Identity Disorder and Career Counseling Theory: Recommendations for Conceptualization.

Pub Date—11 Mar 88

Note—44p.; Paper presented at the Annual National Conference on Student Development (11th, Storrs, CT, March 11, 1988).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Counseling, Client Characteristics (Human Services), College Students, *Counseling Theories, *Developmental Psychology, Higher Education

Identifiers—Diagnostic Statistical Manual of Mental Disorders, Erikson (Erik), Freud (Sigmund), *Identity Disorders, *Identity Formation, Kohut (Heinz), Vygotaky (Lev S)

The Diagnostic and Statistical Manual of Mental Disorders III Revised rubric of identity disorder is linked to career theory and research findings on vocational identity, career indecisiveness, vocational maturity, and to the theories of Erikson and Kohut. Identity disorder has been found in career counseling clients. It appears that the brief focus of career counseling is simply inappropriate for a substantial proportion of clients. Kohut's psychology of the development of the self should be integrated into Erikson's psychosocial framework of development. Erikson's psychosocial theory can be related to Kohut's psychological theory by way of Vygotaky's theory about how psychosocial experience becomes ultimately transformed into psychological functions. Much of the career developmental research ruled out the most significant variable in career development, the status of a person's development of a psychological self. People living in pluralistic societies are able to function more adaptively if they have the opportunity to develop a stably established intrapsychic capacity to hold firmly to their own values and sense of their own value, while simultaneously flexibly negotiating with multiple others on matters of interpersonal and social cooperation or conflict. (ABL)

ED 312 547

CG 022 044

O'Brien, Michael T.

Developmental Career Counseling.

Pub Date—11 Mar 89

Note—17p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Boston, MA, March 15-18, 1989).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Counseling, *Counseling Theories, Developmental Stages, *Mental Disorders, Models

Identifiers—Freud (Sigmund), Kohut (Heinz)

This paper outlines a developmental self psychology for use by career counselors with career clients. It offers a definition of a psychological self, draws from the work of Mead, Vygotaky, and Kohut to develop an understanding of the processes involved in the development and internalization of a psychological self, and connects the work of career counselors in facilitating this environment to the clinical observations of Heinz Kohut for working with persons with deficits in the development of a psychological self. It is suggested that Kohut's theory is more comprehensive than Freud's. It is claimed that career counselors may actually see many more people with disorders of the self than is usually the case with psychoanalysts. The model presented works on heuristic assumptions that the characteristic behaviors and communications of career clients represent healthy developmental tendencies, and that career clients may be seen not as manifesting psychopathology, but more importantly as manifesting and communicating a highly intelligent and accurate intuitive perception of their own developmental needs, which the counselor's theory must find a way to interpret. The paper concludes that much research remains to be completed. (ABL)

ED 312 548

CG 022 045

Constantino, Rose Eva Bana

Nursing Postvention for Suicide Survivors.

Pub Date—Apr 89

Note—34p.; Paper presented at the Annual Association of Suicidology (22nd, San Diego, CA, April 12-16, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cancer, *Counseling Effectiveness, *Counseling Services, Death, Depression (Psychology), Emotional Adjustment, Heart Disorders, Intervention, Nursing, *Research Needs, *Suicide, *Widowed

Identifiers—*Bereavement, *Suicide Survivors

Survivors of suicide are invaded by an unhealthy complex of disturbing emotions resulting in depression, psychological distress, grief, social isolation, and even suicide. This study examined the bereavement patterns of widows whose husbands had died from various causes including cancer, heart disease, and suicide. Subjects (N=117) were randomly assigned to a Bereavement Crisis Intervention Group, Social Adjustment Group or Control Group. The results indicated that feelings of loneliness, depression, and guilt were common in all subjects, but two of the three suicide survivors wished for, as well as

developed a fear of, death. The overwhelming feeling expressed by widows was loneliness which became intolerable at nighttime. In the area of socialization widows' reactions revolved around the family, children, friends, co-workers, and neighbors. The need for intimacy became unfulfilled. They also reported their children suddenly became indifferent to them and considered them useless. Material and economic issues also confronted the widows. The symptoms suffered by the three suicide survivors were more serious and overwhelming compared with non-suicide survivor widows. Widows of suicide victims may have special psychosocial needs best served in a homogeneous group in which all group members are suicide survivors. A second study is proposed which would evaluate the efficacy of therapeutic activity that would alleviate depression, psychological distress, grief, and social isolation in suicide survivors. (ABL)

ED 312 549 CG 022 046
Home and Family: Curriculum Guide. Bulletin 1821.

Louisiana State Univ., Baton Rouge. School of Vocational Education.

Spons Agency—Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education. Pub Date—30 Jun 87
Note—237p.

Available from—Vocational Curriculum Development & Research Center, P.O. Box 1159, Natchitoches, LA 71458-1159.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Family (Sociological Unit), *Family Life, *Family Life Education, *Family Relationship, *Grade 11, *Grade 12, Health Education, High Schools, Interpersonal Competence, Marriage, Self Concept, *State Curriculum Guides

This document is a curriculum guide for a one-semester course "Home and Family" for students in grades 11 and 12. The course is planned to cover the nature, function, and significance of human relationships within the family unit; interpersonal skills; preparation for marriage; development of positive self-concept and responsibility in family members; selection of clothing and housing to meet social and psychological needs of family members; and the importance of nutrition, emotional health, and physical health to the well-being of the family. A pretest is provided at the beginning of the guide which teachers can use to survey what information about home and family the students have mastered or to learn where there are misconceptions. The same test or a similar version may be given at the end of the course to see how much information students have learned and retained. This curriculum guide is divided into five units. Within each unit are a list of related terms, ideas for student projects, appendices, suggestions for Future Homemakers of America projects, and a unit test. The five units are My World, Family World, Outside World, Future World, and Crises in the Family's World. This guide includes a variety of teaching strategies and teaching materials but does not go into the extensive detail which can be found in textbooks. (ABL)

ED 312 550 CG 022 047
Woods, Michele A.

Which Way to Improvement? A Catalog of Programs for Discipline, Drugs, Achievement, and Attendance.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—85

Note—73p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Alcohol Abuse, *Attendance, *Discipline, Discipline Policy, *Drug Abuse, *Elementary Secondary Education, Prevention, *School Effectiveness, School Policy, Substance Abuse

Identifiers—Joining Forces Program, School Effectiveness Training Project

Educators are participating in a school development initiative that helps them set up an action-planning system to bring about desired changes in their schools. These staff members are participating in School Effectiveness Training (SET), an elementary school program which combines the effective schools research with team building and priority-setting techniques, and Joining Forces, SET's secondary school improvement version. Through the establishment of coordinating councils,

a core group of the staff assumes responsibility for the overall operation of the program. They set goals and objectives, establish operational and procedural guidelines, and manage program activities. This document focuses on content issues and includes four areas that respond to the interest of the district and school improvement sites. Four sections are included: discipline, drugs and alcohol, student achievement, and student attendance. These sections contain summaries of programs and practices from around the country that are useful for school improvement planners. The materials included in this document are representative of many more that are also appropriate for district and school planning groups, and they should be treated, therefore, as a sample of resources to strengthen school improvement plans. (ABL)

ED 312 551 CG 022 048
Saluter, Arlene F.

Changes in American Family Life.
Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date—Aug 89

Note—68p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Journal Cit—Current Population Reports; Series P-23 n163 Aug 89

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Census Figures, Children, *Demography, Divorce, *Family (Sociological Unit), *Family Life, Incidence, Life Style, Marriage, Poverty, *Trend Analysis

This report provides a graphic overview of recent trends in the lifestyles of Americans which suggest a movement away from "traditional" family living. The charts in this report with their limited commentary, summarize major trends and focus on families with children present. Data are also presented on other types of families, households, and living arrangements so that trends affecting children and families can be interpreted in a more complete context. Some of the specific data describes are: (1) U.S. population by age and sex; (2) age at first marriage; (3) percent single; (4) marriage, divorce, and remarriage; (5) fertility; (6) household and family size; (7) household composition; (8) families by type; (9) presence of children by age of parent; (10) one-parent situations; (11) living arrangements of children; (12) children in stepfamilies; (13) labor force characteristics of mothers with newborn children; (14) employment status of husband and wife; (15) primary child care arrangements; (16) educational attainment of parent; (17) trends in median family income; (18) poverty status of families with children; (19) children in poverty; and (20) child support. Future directions in family life are discussed. (ABL)

ED 312 552 CG 022 049
Improving IV-A/IV-D Interface. Trainer Guide.

National Inst. for Child Support Enforcement, Chevy Chase, MD.

Spons Agency—Office of Child Support Enforcement (DHHS), Washington, DC.

Pub Date—May 88

Contract—HHS-282-85-1022

Note—150p; For related document, see CG 022 050.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Cooperation, *Coordination, Parent Responsibility, Staff Development

Identifiers—*Aid to Families with Dependent Children, *Child Support Enforcement Program

Effective interface between the Aid to Families with Dependent Children (IV-A) and the Child Support Enforcement (IV-D) programs is a key factor in assisting families in becoming self-sufficient, reducing welfare expenditures, and enforcing parental responsibility to support their children. Consequently, overcoming the procedural, technological, and organizational obstacles that impede interface between these programs has become a national priority. The training program described in this guide was developed to improve the communication, cooperation, and coordination between the two federal programs. This trainer guide is intended for use by State supervisors and trainers responsible for designing and conducting IV-A/IV-D interface training. It is organized into the following five modules:

(1) the need for IV-A/IV-D interface; (2) overview of the State IV-A/IV-D programs; (3) the IV-A/IV-D interface process: IV-A's role; (4) the IV-A/IV-D interface process: IV-D's role; and (5) strategies for improving interface. The course design is structured for an audience that maximizes the utility and impact of the training. Each module provides instruction for how to conduct all exercises and includes a variety of handouts and summary materials to support each training activity as necessary. (ABL)

ED 312 553 CG 022 050
Improving IV-A/IV-D Interface. Handbook.

National Inst. for Child Support Enforcement, Chevy Chase, MD.

Spons Agency—Office of Child Support Enforcement (DHHS), Washington, DC.

Pub Date—May 88

Contract—HHS-282-85-1022

Note—51p; For related document, see CG 022 049.

Pub Type—Guides - Non-Classroom (055) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Cooperation, *Coordination, Parent Responsibility, Staff Development

Identifiers—*Aid to Families with Dependent Children, *Child Support Enforcement Program

Effective interface between the Aid to Families with Dependent Children (IV-A) and the Child Support Enforcement (IV-D) programs is a key factor in assisting families in becoming self-sufficient, reducing welfare expenditures, and enforcing parental responsibility to support their children. Consequently, overcoming the procedural, technological, and organizational obstacles that impede interface between these programs has become a national priority. This handbook can be used as a teaching aid during the training as well as a reference for IV-A/IV-D professionals responsible for program interface. It is organized into the following four modules: (1) the need for IV-A/IV-D interface; (2) overview of the State IV-A/IV-D programs; (3) the IV-A/IV-D interface process: IV-A's role; and (4) the IV-A/IV-D interface process: IV-D's role. The course design is structured for an audience that maximizes the utility and impact of the training. Each module provides instruction on how to conduct all exercises and includes a variety of handouts and summary materials to support each training activity as necessary. (ABL)

ED 312 554 CG 022 051
Facinoli, Sandra L.

A Professional Research and Knowledge Taxonomy for Youth Development: Educational Design. Revised.

National Agricultural Library, Beltsville, MD.

Pub Date—Sep 89

Note—29p; For related documents, see CG 022 052-054.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Children, *Educational Development, Extension Agents, Extension Education, Leadership, Needs Assessment, *Program Design, Program Development, *Program Evaluation, *Program Implementation, *Youth Clubs

Identifiers—4-H Clubs

Two land-grant universities cooperated with the Extension Service and the National Agricultural Library to identify the knowledge and research base of Extension 4-H Youth Development education and to abstract/compile the foundation materials to strengthen research-based 4-H youth development education throughout the United States. The resources were subsequently sorted for the use of educators according to five basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: communication, educational design, youth development, youth program management, and volunteerism. This annotated bibliography was created by searching the AGRICOLA database and focuses on educational design. Subjects include: (1) needs assessment; (2) program design; (3) program implementation; (4) adult learning; (5) goal statements; (6) leadership; (7) community behavior; (8) communication; (9) program evaluation; (10) life skills development; and (11) program redirection. In addition to being accessible electronically, hard copies of the publications are also available through the interlibrary loan

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system of university and local libraries. Directions for obtaining cited documents are provided. (ABL)

ED 312 555 CG 022 052
Facinoli, Sandra L.

A Professional Research and Knowledge Taxonomy for Youth Development: Youth Program Management. Revised.

National Agricultural Library, Beltsville, MD.
Pub Date—Sep 89

Note—21p.; For related documents, see CG 022 051-054.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administration, Adolescents, Budgeting, Children, Extension Agents, Extension Education, Marketing, Organizational Development, Recruitment, Youth Clubs

Identifiers—4 H Clubs

Two land-grant universities cooperated with the Extension Service and the National Agricultural Library to identify the knowledge and research base of Extension 4-H Youth Development education and to abstract/compile the foundation materials to strengthen research-based 4-H youth development education throughout the United States. The resources were subsequently sorted for the use of educators according to five basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: communication, educational design, youth development, youth program management, and volunteerism. This annotated bibliography was created by searching the AGRICOLA database and focuses on youth program management. Subjects include: (1) administrative planning; (2) organization; (3) human resource management; (4) control and budgeting; (5) marketing; (6) resource development; (7) recruitment and retention of members and agents; (8) child development theories; (9) organizational behavior; and (10) marketing. In addition to being accessible electronically, hard copies of the publications are also available through the interlibrary loan system of university and local libraries. Directions for obtaining cited documents are provided. (ABL)

ED 312 556 CG 022 053
Facinoli, Sandra L.

A Professional Research and Knowledge Taxonomy for Youth Development: Youth Development. Revised.

National Agricultural Library, Beltsville, MD.
Pub Date—Sep 89

Note—63p.; For related documents, see CG 022 051-054.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Attitudes, Career Development, Cognitive Development, Depression (Psychology), Emotional Development, Ethnic Groups, Extension Agents, Extension Education, Family Relationship, Individual Development, Moral Development, Personality Development, Sex Differences, Smoking, Social Development, Substance Abuse, Suicide, Youth Clubs

Identifiers—4 H Clubs

Two land-grant universities cooperated with the Extension Service and the National Agricultural Library to identify the knowledge and research base of Extension 4-H Youth Development education and to abstract/compile the foundation materials to strengthen research-based 4-H youth development education throughout the United States. The resources were subsequently sorted for the use of educators according to five basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: communication, educational design, youth development, youth program management, and volunteerism. This annotated bibliography was created by searching the AGRICOLA database and focuses on youth development. Subjects include: (1) psychological, emotional, physical, social/moral, and cognitive development of adolescents; (2) vocational career development; (3) family relationships; (4) coping strategies; (5) adolescents' sexual attitudes; (6) parent-child relationships; (7) adolescent depression; (8) sex and ethnic differences; (9) suicide; (10) smoking; and (11) drug and alcohol abuse. In addition to being accessible electronically, hard copies of the publications are also available through the interlibrary loan system of university and local libraries. Directions for obtaining cited documents are provided. (ABL)

ED 312 557 CG 022 054
Facinoli, Sandra L.

A Professional Research and Knowledge Taxonomy for Youth Development: Volunteerism. Revised.

National Agricultural Library, Beltsville, MD.
Pub Date—Sep 89

Note—19p.; For related documents, see CG 022 051-053.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Children, Extension Agents, Extension Education, Volunteers, Volunteer Training, Youth Clubs

Identifiers—4 H Clubs

Two land-grant universities cooperated with the Extension Service and the National Agricultural Library to identify the knowledge and research base of Extension 4-H Youth Development education and to abstract/compile the foundation materials to strengthen research-based 4-H youth development education throughout the United States. The resources were subsequently sorted for the use of educators according to five basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: communication, educational design, youth development, youth program management, and volunteerism. This annotated bibliography was created by searching the AGRICOLA database and focuses on volunteerism. Subjects include: (1) staffing; (2) recruitment; (3) training and development; (4) supervision; (5) policy; (6) legal considerations; (7) leadership development; and (8) developmental needs of volunteers. In addition to being accessible electronically, hard copies of the publications are also available through the interlibrary loan system of university and local libraries. Directions for obtaining cited documents are provided. (ABL)

ED 312 558 CG 022 055
Ridley, Joanne Clare Gruber, Kerry Johnson

Representatives and Response Rates of a Follow-Up Sample for a Health Survey.

Spons Agency—National Inst. on Aging (DHHS/PHS), Bethesda, MD.

Pub Date—Nov 88
Contract—HD-62818
Grant—AG06207

Note—18p.; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, November 13-17, 1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Females, Followup Studies, Longitudinal Studies, Older Adults, Research Methodology, Research Problems, Sampling

A crucial question in any study is how representative the sample is of the population being studied at the time of the interview. This is of particular concern when the study is based on a follow-up of a sample of respondents initially interviewed for other purposes. This study evaluated the representativeness of a sample of elderly female respondents (N=1,049) interviewed in 1978 by comparing the characteristics of the sample with the characteristics of a similar group included in the March 1987 Current Population Survey (CPS) conducted by the Bureau of the Census. The CPS was used since it is a larger sample than the one analyzed and estimates derived from the CPS are more stable and subject to less sampling error. The original sample was designed to represent white, ever married women born from 1901-1910. Of the original sample of 1,049 women, only 2.9 percent could not be located, with 29.3 percent having died and 6.1 percent residing in nursing homes. The total response rate for the 1987 follow-up sample was 79.4 percent with 589 interviewed of 742 eligible. The results indicated there were a number of strengths and weaknesses. Since the 1987 household sample was not as representative nationally by region and age as the 1978 sample was and underrepresented women in central cities, care will have to be taken in drawing inferences from it regarding health of elderly women and their social support networks. However, the results indicated that it is possible to successfully follow-up the elderly even after a relatively long period. The response rates obtained are impressive when compared with other studies involving the follow-up of respondents and indicates that longitudinal studies of the elderly can be successful. Further, the detailed data obtained on the health, functioning and

social support of such a sample should make important contributions to future studies and lay the basis for developing better policies for an aging population. (ABL)

ED 312 559 CG 022 056
Kurtz, Ann Champoux, R.

Community-Based Outreach for AIDS Education in New Haven, Connecticut.

Pub Date—14 Nov 88

Note—14p.; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, November 13-17, 1988).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acquired Immune Deficiency Syndrome, Adolescents, Adults, Attitudes, Blacks, Community Education, Health Education, Older Adults, Outreach Programs, Research Design

This pilot project attempted to understand and influence knowledge, attitudes, and practices (KAP) of individuals in order to decrease transmission of human immunodeficiency virus (HIV) in a black community. This predominantly low-income minority population had a high incidence of intravenous drug abuse (IVDA) and teenage pregnancies. The spread of HIV from IVDA to their sexual partners is a known mechanism for viral access to the larger, heterosexual, non-IVDA population. In order to understand the population to plan an educational intervention, the community's beliefs concerning the transmission and prevention of Acquired Immune Deficiency Syndrome (AIDS) were assessed. By using a population proportionate sampling technique, responses were obtained by high and low income subjects, teenagers, adults, and older people. Subjects (N=301) responded to questionnaires. The main findings of the report were: (1) nearly one in three black residents worried about AIDS all the time or several times a day while only one in 25 whites did; (2) two out of three people thought one could get AIDS from receiving blood and 43 percent thought one could get AIDS from donating blood; (3) 15 percent thought it was possible to catch AIDS by shaking hands; (4) 22 percent thought sharing needles with friends was not a risky behavior; (5) 28 percent did not think abstinence lowered risk; (6) 36 percent never use condoms; and (7) one of three would not refuse sex without a condom. The educational intervention will be designed based on survey results. The Dixwell AIDS questionnaire is appended. (ABL)

ED 312 560 CG 022 057
Glittman, Betty And Others

Youth-At-Risk Needs Assessment.
Nassau County Board of Cooperative Educational Services, Westbury, NY.

Pub Date—Oct 89

Note—54p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1989).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dropouts, Elementary School Students, Elementary Secondary Education, High Risk Students, Intervention, Prevention, Program Effectiveness, School Districts, Secondary School Students, Youth Problems

Many of the 56 school districts of Nassau County in New York State offer programs to support youth-at-risk. The programs are diverse, and they vary across districts in availability, effectiveness, and perceived need. This study sought to determine availability, effectiveness, and perceived need of programs which provide at-risk youth with academic support, counseling and personal growth, staff development and training, health education, adolescent pregnancy prevention, suicide prevention, child abuse prevention, parenting and parent education, college entrance, employment training, and community education. A survey instrument was mailed to each of the 56 school districts in Nassau County with 40 school buildings responding, representing 34 districts. These were the major findings: (1) most dropouts left school in grades 10, 11, or 12; (2) the three major reasons for leaving school were personal problems, academic difficulties, and employment; (3) a majority believed that dropouts and out-of-school youth would remain in school if an alternative were offered; (4) virtually all indicated

that in-school staff handled referral, management, and follow-up of attendance problems, acting-out, emotional/social behaviors, and potential suicides; (5) one-fourth represented districts that had a district-wide Parents' Advisory Council; and (6) most support programs providing services for the at-risk population were rated moderately effective. (ABL)

ED 312 561 CG 022 058

Allegretti, Joseph G.
Health Care Decisions at the End of Life: Theological and Ethical Foundations for Decision Making.

Pub Date—Sep 89
Note—15p.; Paper presented at the Annual Meeting of the National Forum on Research in Aging (6th, Lincoln, NE, September 20-21, 1989).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Codes of Ethics, *Death, *Decision Making, Intervention, *Medical Services, *Moral Values

Identifiers—Theology

This paper provides a framework for making sense of perplexing problems surrounding issues of death and dying by exploring the theological and ethical background to health care decision making at the end of life. The paper first examines several of the basic principles that theologians and secular ethicists employ when analyzing such questions. These fundamental principles include respect for life; autonomy; do no harm; do good; and justice. The paper then goes on to examine three critical distinctions that theologians and ethicists employ when confronting the ethics of death and dying in concrete cases: (1) the distinction between the direct and indirect effects of an action; (2) the distinction between ordinary and extraordinary means of treatment; and (3) the distinction between killing and letting die. The stated intent is to provide the reader with an understanding of the basic analytical tools of medical ethics, and thereby help the reader become an informed participant in the debates about health care decision making at the end of life. The paper concludes that, in making health care decisions at the end of life, life should be preserved and promoted, but there are times when it is morally appropriate to permit someone to die rather than engage in a futile holding action against death. (Author/ABL)

ED 312 562 CG 022 060

Miles Away and Still Caring: A Guide for Long-Distance Caregivers.
American Association of Retired Persons, Washington, D.C.

Report No.—D12748
Pub Date—86
Note—22p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049.

Pub Type—Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Family Caregivers, Family Relationship, *Helping Relationship, *Older Adults, *Proximity, Social Networks, *Social Support Groups

This booklet is designed to assist those who are responsible for coordinating and monitoring from a distance the care of an aging relative. It provides help in identifying problem areas and possible resources for support. It also provides information about creating a network of assistance that includes family, friends, neighbors, and social service workers, and contains suggestions for planning to make visits most effective. Suggestions are provided on making the most of limited visits, focusing on talking with the relative and observing how the person is living. A care management worksheet is provided which includes 16 statements about the elderly person's needs and well-being with suggestions for services needed, relevant readings, and available resources. Four additional statements deal with the perceptions of the caregiving relative, focusing on his or her stresses. A bibliography listing the resources suggested in the care management worksheet plus a list of free American Association of Retired Persons (AARP) resources are included; and seven books for sale to AARP members at discount prices are also listed. Suggestions on how to identify the older relative's informal support system and how to expand the existing support network are made. Methods for locating and using formal ser-

vices are discussed and state units on aging are listed. It is suggested that the caregiver may wish to locate a Silver Pages Directory or consider a private geriatric case manager. Suggestions are also made on accepting formal services and dealing with the social service network. The booklet concludes with recommendations for the caregiver's own well-being. (ABL)

ED 312 563 CG 022 061

Leroux, Charles
Coping & Caring: Living with Alzheimer's Disease.
American Association of Retired Persons, Washington, D.C.

Pub Date—86
Note—38p.
Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049.

Pub Type—Reports - General (140) — Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Alzheimer's Disease, *Caregivers, *Family Caregivers, Financial Support, *Older Adults

This guide on Alzheimer's disease is for those who care for Alzheimer's patients, as well as those who want to learn more about the disease. It answers these questions: (1) what is Alzheimer's? (2) how does the disease progress and how long does it last? (3) how do families cope? and (4) who can provide assistance and information? The guide also describes Alzheimer's support groups, long-term care, and the outlook for the future. The first topic discussed is the nature and history of Alzheimer's disease, including symptoms, course of the disease, diagnosis, acceptance and denial, emotional devastation, and history of the disease. Treatment and caregiving issues are discussed, including at-home care, respite care, and nursing homes. Providers of financial help are described. Research in Alzheimer's disease is discussed. Resources available from the American Association of Retired Persons and others are listed and described. (ABL)

ED 312 564 CG 022 062

Agee, Emily M.
A Portrait of Older Minorities.
American Association of Retired Persons, Washington, D.C.

Pub Date—89
Note—17p.
Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049.

Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Blacks, Educational Attainment, Employment, Health, *Hispanic Americans, Housing, *Older Adults, Population Trends, Profiles, Racial Differences, Sex Differences, *Trend Analysis

This booklet presents facts and statistics describing minority elderly persons in the United States. First general information is presented about minority elderly as a whole, noting that minority groups have increased risks of poor education, substandard housing, poverty, malnutrition, and generally poor health. Next, facts are presented about Black elderly, including the number of Black elderly, ratios of men to women, growth rates, regional concentrations, marital status, living arrangements, educational level, employment, income, poverty status, and health. Similar types of statistics are presented for Hispanic elderly, Asian/Pacific Island elderly, and Native American elderly. The booklet concludes that: (1) the status of minority elderly is not likely to improve greatly in the immediate future; (2) for younger minorities the outlook is somewhat better due to increased opportunities for education and employment which result in higher incomes and larger benefits; and (3) efforts to enhance the status of minorities increase the likelihood of better living conditions, employment opportunities, and health for minority elderly. Seven figures supplement the text. (AB)

ED 312 565 CG 022 063

Peterson, James Warrick, Pamela
On Being Alone.
American Association of Retired Persons, Washington, D.C.

Pub Date—88
Note—17p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049.

Pub Type—Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adjustment (to Environment), Death, *Grief, Health, Insurance, *Older Adults, Sexuality, Spouses, *Widowed

Identifiers—Bereavement, Mourning
This booklet provides advice to widows and widowers on dealing with their spouse's death based on the experiences of others. The stages of bereavement and mourning are discussed, focusing on giving oneself permission to mourn. The most urgent financial and legal decisions a widow or widower is faced with are listed and discussed. These include making funeral arrangements; finding important papers; obtaining death certificates; notifying the Social Security Administration, employers, and creditors; and consulting a lawyer. Personal adjustment, taming one's fears, a way to say goodbye, and dealing with family and friends are discussed. Issues of sexuality and the widowed person are discussed. It is suggested that if the widowed person looks for a new sexual partner he or she should think about what is wanted: sex, intimacy, companionship, admiration, or cuddling. Health problems which can result from the stress of becoming widowed are described and advice on how to deal with these problems is provided. The business matters of taxes, Social Security, other insurance benefits, and property are discussed. Potential temptations to resist, such as selling one's home, are noted. Household management, employment, careers, and volunteer service are discussed. A selected bibliography of literature on topics discussed is included. (ABL)

ED 312 566 CG 022 064

A Handbook about Care in the Home.
American Association of Retired Persons, Washington, D.C.

Pub Date—89
Note—27p.
Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049.

Pub Type—Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Caregivers, Evaluation Methods, *Home Programs, *Older Adults, Social Support Groups

Identifiers—*Home Health Care

This handbook is designed to help older persons and their families understand the concept of home care, the types of services available, and the agencies that provide them. It also provides consumers with guidance on how to evaluate the quality and cost of home care they or their loved ones may receive. These specific topics are discussed: (1) who benefits from home health care, including the advantages of home health care and who provides the care; (2) arrangements for home health services, including locating home health agencies; (3) services friends and community organizations can provide such as day care programs, telephone reassurance, friendly visitor programs, hospice, meals-on-wheels, respite care and transportation programs; (4) evaluating the quality of home care services; and (5) how to arrange a homebound person's environment. Definitions of 18 terms are provided, including chore services, pulse, social worker, and walker. Checklists for selecting a home health agency and home health agency service are included. A resource list of free publications from the American Association of Retired Persons is provided. National home care associations are listed. (ABL)

ED 312 567 CG 022 065

Making Wise Decisions for Long-Term Care.
American Association of Retired Persons, Washington, D.C.

Pub Date—89
Note—33p.
Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049.

Pub Type—Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Services, *Decision Making, Evaluation Methods, Financial Support, Health Insurance, Institutionalized Persons, *Long Term Care, *Older Adults

Identifiers—*Home Health Care

This booklet offers simple descriptions of each of the long-term care services that may be available to individuals needing such care, identifies where in the community services might be located, and explains what portions of the costs for each type of service will be paid by Medicare, Medicaid or private supplementary insurance policies. This booklet also includes a worksheet to help evaluate needs and financing options and concludes with a list of other useful publications and resources on the subject. These long-term care financing methods are described: Medicare, Medicaid, Medicare Supplemental Insurance, private long-term care insurance, and services provided through the Older Americans Act and Social Services Block Grants. It is recommended that individuals seek help from local Social Security offices, city or county public assistance offices, or local Area Agencies on Aging to find available services and determine eligibility requirements in local communities. The discussion of long-term care is divided into in-home services, community-based services, and institutional care. Home health services include professional medical services, such as nurse visits, and personal care services, such as help with dressing. Community-based services include senior centers, nutrition sites, adult day care, house sharing and respite care. Institutional care falls into three categories: skilled nursing care, intermediate nursing care, and custodial care. Steps in decision-making about long-term care are discussed. A worksheet is provided for planning for long-term care. Sources of information about long-term care are listed. Recommendations about individual rights in this area are provided. (ABL)

ED 312 568 CG 022 066

Bresler, Dawn, Comp. And Others

Widowed Persons Service: Selected Annotated Bibliography.

American Association of Retired Persons, Washington, D.C.

Pub Date—89

Note—28p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adjustment (to Environment), Children, *Death, Displaced Homemakers, Financial Problems, Grief, Journal Writing, Legal Problems, Poetry, Religion, Suicide, *Widowed

This document presents an annotated bibliography of books and articles on topics relevant to widowhood. These annotations are included: (1) 21 annotations on the grief process; (2) 11 annotations on personal observations about widowhood; (3) 16 annotations on practical problems surrounding widowhood, including legal and financial problems and job hunting; (4) 8 annotations on preparing for widowhood, including legal issues, funeral planning, financial security, and investigating; (5) 10 annotations of references for materials on children's grief and annotations of materials on death for children (including 4 of nonfiction, 4 of fiction materials for children ages 3 to 8, 5 of fiction materials for children ages 8 to 12, and 3 of fiction materials for children ages 12 and up); (6) 7 annotations on materials about religion and death for adults; (7) 9 annotations on materials specifically for widower; (8) 6 annotations on suicide; (9) 5 annotations on poetry and journal writing; (10) 11 annotations on research and clinical readings; (11) 9 annotations on organizing widowed programs; (12) 6 annotations of annotated bibliographies; (13) 6 annotations on sexuality; and (14) 7 annotations on alcohol and drug abuse. (ABL)

ED 312 569 CG 022 067

Divorce After 50—Challenges and Choices.

American Association of Retired Persons, Washington, D.C.

Pub Date—87

Note—26p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049.

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adjustment (to Environment), *Divorce, Emotional Problems, Females, Legal Problems, *Middle Aged Adults, *Older Adults

This booklet is designed to help mid-life and older women examine the issues particularly related to late-life divorce; undertake the necessary financial and legal tasks associated with divorce; and accept and work through the range of powerful emotions that typically occur as a result of divorce. It is not intended to provide advice or counseling and readers are encouraged to seek professional guidance to help resolve divorce issues in the reader's best interest. These topics are discussed: (1) examining options in a troubled marriage and deciding to divorce; (2) the steps involved before beginning the legal divorce process; (3) meeting the legal requirements of divorce, including obtaining legal help, using divorce mediation, the divorce settlement, and types of assets; (4) completing the emotional divorce, noting that "emotional" divorce may or may not coincide with the timing of "legal divorce"; (5) seeking therapeutic intervention; and (6) taking responsibility for oneself. The booklet concludes that although most divorces occur within the first 7 years of marriage, divorce of middle-aged and older couples is increasing and statistics suggest that it will continue to rise. The appendix lists relevant organizations and a bibliography of resources. (ABL)

ED 312 570 CG 022 068

Truth about Aging.

American Association of Retired Persons, Washington, D.C.

Pub Date—86

Note—39p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049.

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Differences, *Aging (Individuals), Family Relationship, *Older Adults, Social Bias, Stereotypes

This booklet examines aging, exposing various stereotypes and biases and describing the truth about aging. These topics are discussed: (1) the absence of older adults from printed and audiovisual materials and the need to ensure that elderly persons be visible in all communications; (2) societal myths that deny older persons their individuality; (3) biases about the physical health of older adults and the reality of the self-sufficiency of the vast majority; (4) economic conditions of older adults (debunking the myths that older adults have nothing to contribute and live on food stamps); (5) stereotypes about the activity levels of older persons and the dynamic process of growth and development in older adults; (6) family, friend, and love relationships of older adults; and (7) the accumulated experiences of older adults which are markedly different from those of younger persons. The next section lists 10 recommendations to help avoid ageism and supplant it with a realistic portrait of growing old. The impact of words is discussed and examples of biased word passages are given. Stereotyped depictions of old age are cited and alternative depictions are described. Practical suggestions are made for presenting materials in a manner which will accommodate the visual and audiovisual handicaps older persons may have. (ABL)

ED 312 571 CG 022 069

Douglas, Richard L.

Domestic Mistreatment of the Elderly: Towards Prevention. Third Printing.

American Association of Retired Persons, Washington, D.C.

Pub Date—88

Note—47p.

Available from—American Association of Retired Persons, 1909 K Street, N.W., Washington, DC 20049.

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Aging (Individuals), Battered Women, *Elder Abuse, *Family Problems, Family Violence, *Older Adults, Parent Child Relationship, Prevention

This booklet explores an issue that has only recently begun to receive widespread public attention: the mistreatment or neglect of elderly people within the home. What is known about mistreatment of the elderly by their families or by persons within their households is discussed in this document. It also explores what can be done about it, both in terms of intervention and the long-range solution: prevention by the individual, the family, and the community.

These topics are discussed: (1) the reality of home care; (2) ingredients of mistreatment, including relationships, victimization by gender, self-abuse, and spouse abuse; (3) categories of mistreatment, including passive neglect, psychological abuse, financial abuse, active neglect, and physical abuse; (4) frequency of abuse; (5) why abuse occurs; (6) passive neglect and some causes of passive neglect; (7) forms of mistreatment other than passive abuse, including psychological abuse, financial exploitation, late-onset spouse abuse, active neglect, and physical abuse; (8) the prevalence and severity of elderly abuse; (9) prevention; (10) what individuals can do to protect themselves; (11) legal processes which transfer personal control to others; (12) public guardians, plenary and limited powers of guardians and incompetency; (13) precautions individuals can use to protect themselves against abuse; and (14) prevention of abuse by family members and the community. Case studies are included. Sources of assistance for the elderly are listed. A glossary of relevant terms is included. (ABL)

ED 312 572 CG 022 070

Durham, Robert And Others

Problems in the Workplace: AIDS, Drug Testing, Sexual Harassment, and Smoking Restrictions.

ILERC Monograph Series No. 7, Second Edition.

Oregon Univ., Eugene. Labor Education and Research Center.

Pub Date—Jan 89

Note—116p.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, Drug Legislation, *Drug Use Testing, Employee Employee Relationship, *Employment Practices, *Sexual Harassment, *Smoking, *Work Environment

This document presents discussions of four problems that may be found in the workplace. "AIDS in the Workplace: Employee Safety and Rights" (Robert Durham and Burton White) explores issues of employee/employer relationship and the issue of Acquired Immune Deficiency Syndrome (AIDS) in the workplace. It concludes that the management of the AIDS infection in the workplace should ensure the safety of the employees and the prevention of handicap discrimination as the goals of labor and management. "Legal Challenges to Drug Testing in Public Employment" (Gene Mechanic) examines the relationship of the fourth amendment and drug testing. Other Constitutional challenges to drug testing and challenges under state constitutions are also discussed. The article concludes that it is crucial for employers and employees to work together to achieve a reasonable approach for dealing with drug use problems in the workplace. "Technical Issues and Procedural Safeguards in Workplace Drug Testing" (Steven Hecker) discusses analytical methods for drug testing, capabilities and limitations of drug screening techniques, and labor and management considerations in designing drug screening programs. "Sexual Harassment in the Workplace: Eliminating the Offensive Working Environment" (Paula Barran) discusses the development of legal standards and the employer's responsibilities to take prompt, appropriate, remedial action. "Overview of Legal Issues Relating to Smoking in the Workplace" (Jeffrey Merrick) discusses legislation on smoking, worker's compensation, and constitutional rights of workers. (ABL)

ED 312 573 CG 022 071

Manos, Michael J. And Others

Youth Development Project: Preventive Intervention in Delinquency. Three Year Evaluation Report 1994-1997.

Hawaii Univ., Manoa. Center for Youth Research. Spons Agency—Hawaii State Dept. of Education, Honolulu.

Pub Date—Oct 88

Note—103p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Failure, Attendance, *Behavior Change, *Delinquency, Discipline Problems, Elementary School Students, *Elementary Secondary Education, Interpersonal Competence, *Intervention, *Program Effectiveness

Identifiers—Tardiness

The Youth Development Project is a research-based program for delinquency prevention. The project tested three strategies for children and youth at-risk: social skills training, cooperative stu-

dent team learning, and parent school liaison. Data collection and planning began in the 1983-84 school year and intervention was started in 1984-85. Another school complex was used for comparison. The project completed its third year in 1987. The project is intended to impact delinquency by influencing factors that precede delinquency. These factors include school failure, inability to get along with peers and adults, absenteeism from school, school tardiness, and disciplinary referrals. These results were produced for the experimental group: (1) absenteeism was lower than for the comparison group; (2) tardiness decreased over time; (3) disciplinary referrals remained low and were significantly lower than for the comparison group; (4) teacher student relationships improved significantly; (5) teachers of the group reported greater ease with classroom management than previously; (6) students learned with student team learning as well as with traditional teaching methods and liked team learning better; and (7) students and parents valued social skills training and reported that training had an impact at home and other relationships outside of school. Curriculum materials are developed for grades kindergarten to grade two and grades three to eight, and a high school curriculum is near completion. Training programs are available to assist other schools and the project has been replicated in 18 other schools. (ABL)

ED 312 574

CG 022 072

Naruk, Thomas

The State of Drug Education in Nebraska Public Schools.

Nebraska Univ., Lincoln. Bureau of Educational Research and Field Services.

Pub Date—89

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Evaluation, *Drug Education, Elementary Secondary Education, Program Effectiveness, *Program Evaluation, Program Implementation, *Public Schools, State Departments of Education, State School District Relationship

Identifiers—*Nebraska

This study was conducted in 1988-1989 to examine the current status of drug education in the public schools in Nebraska. The sample consisted of the 215 attendance centers (out of 280 surveyed) which responded to the study questionnaire. This information was sought: (1) the percentage of schools offering drug education as a part of their regular school curriculum, the grade levels of this instruction, and how much time is dedicated to drug education; (2) the extent to which cognitive and other effective components are included in the drug education programs; (3) the extent to which eight psychosocial components of drug education are being applied; (4) goals of drug education programs; (5) how school personnel evaluate the effectiveness of their drug education programs in relation to their program goals; (6) the qualifications and inservice training levels of the instructors currently teaching in drug education; (7) in what ways parents and/or community resources are utilized by public school personnel in drug education programs; (8) what role has the Nebraska Department of Education played in districts that currently offer drug education as part of the school curriculum; (9) what outside resources have school personnel utilized in establishing and maintaining their drug education curricula; (10) how has the recent influx of federal money for drug education affected the status of drug education; and (11) is there a statistically significant difference among the small, medium, and large public school districts in relation to their cognitive, affective, and psychosocial drug education curricular offerings. (Findings and recommendations are included.) (ABL)

ED 312 575

CG 022 073

Herrnstein, Richard J. Farrington, David P.

Heredity, Today's Delinquent, Volume 7.

National Center for Juvenile Justice, Pittsburgh, Pa. Report No.—ISBN-0-910099-12-X

Pub Date—88

Note—54p.

Available from—National Center for Juvenile Justice, 701 Forbes Avenue, Pittsburgh, PA 15219 (\$12.00 prepaid; add \$2.00 for postage and handling).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—*Delinquency, *Delinquency Causes, Etiology, Genetics, *Heredity, *Intervention, Neurology, Physiology

This document presents two articles on the topic of the existence of genetic predisposition for delinquent behavior. In the first article, "The Individual Offender," Richard J. Herrnstein reviews the rich and rapidly growing body of research literature on the relationship between genes and the predisposition for certain social behaviors. He makes a strong case for continuing to study genetic structure in the quest to understand the development of human personality traits and in the effort to prevent juvenile delinquency through changes in social policy. He discusses changes that could be made in underlying assumptions about education. In the second article, "Psychobiological Factors in the Explanation and Reduction of Delinquency: Genetics, Intelligence, Morality and Personality," David P. Farrington indicates that the search for genetic answers to juvenile delinquency holds less promise for understanding individual offending than do more detailed study of neurotransmitters and more comprehensive neuropsychological studies. Farrington presents a preference for intervention programs leaning towards those that are aimed at changing the offender's thinking. He specifically cites the work of Robert Ross and his Reasoning and Rehabilitation Program in Canada. (ABL)

ED 312 576

CG 022 074

Straus, Murray A.

Assaults by Wives on Husbands: Implications for

Primary Prevention of Marital Violence.

New Hampshire Univ., Durham. Family Research Lab.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—30 Nov 89

Grant—R01MH40027; T32-MH15161

Note—25p.; Paper presented at the Annual Meeting of the American Society of Criminology (1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Battered Women, *Family Violence, Incidence, Injuries, Prevention, Research Needs, *Sex Differences, Spouses, *Victims of Crime

Surveys of married and dating couples find that women assault their male partners at about the same rate as men assault female partners. When assaults serious enough to cause death were examined, it was found that in contrast to the extreme rarity of homicide by women outside the family, women kill their male partners at a rate that approaches the rate at which men kill their female partners. These findings based on family survey data and homicide data are in marked contrast to the findings from studies using data produced in the context of the criminal justice system on non-lethal assaults. The criminal justice data yield low rates of domestic assault by men, and even lower rates of domestic assault by women. The criminal justice data are so low because those rates are based on differential definitions of the appropriateness of reporting incidents to the police or to a National Crime Survey interviewer. Most domestic assaults by men, and almost all domestic assaults by women are filtered out because there is no injury and the victim therefore does not consider them a "real crime." In addition, the rates for women are particularly low because both male victims and the police may be especially reluctant to invoke the criminal justice system against women who assault their husbands. However, women produce less injury than do men. Domestic assaults by women need to be added to efforts to prevent assaults on women due to the moral wrongness of the act, the modeling of assaultive behavior, and to reduce the danger to women themselves. Further research is needed on gender differences in the objectives, meaning, and consequences of domestic assaults. (ABL)

ED 312 577

CG 022 075

Floerchinger, Debra S.

Bereavement: Applying Erikson's Theory of Psychosocial Development to College Students.

Pub Date—Nov 89

Note—21p.

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, Counseling Services, *Death, *Grief, Higher Education, Inter-

vention

Identifiers—*Developmental Patterns, Erikson (Erik)

One of the developmental challenges that a college student may have to face is the death of a significant other, friend, spouse, relative, child, or parent. This article reviews the literature on the potential effects of bereavement on a college student with respect to Erik Erikson's stage six of psychosocial development (intimacy versus isolation.) Suitable interventions with college students are discussed. These include: (1) education of student services staff and others in relation to the grieving process for all types of losses; (2) encouragement of student interviews by faculty members who deal with death and dying as an academic subject; (3) acknowledgement by counselors that all losses are potentially devastating and significant; (4) establishment of a formal policy concerning death on campus or notification of a familial death; (5) creation of a support group for bereaved persons; (6) special education programs for groups experiencing death or having a bereaved member; (7) assessment of religious values of students and referral to a minister or religiously oriented counselor if religion is a focal point; (8) provision of printed materials for students; (9) awareness by counselors of how clients' death and bereavement concerns can rekindle their own unresolved losses; and (10) attempts by professionals to view the acceptance of death as a potentially positive event in the developmental process. (ABL)

ED 312 578

CG 022 076

Lowe, Michael R. And Others

Is Restraint a Model of Binge Eating and Obesity?

Pub Date—Nov 89

Note—9p.; Paper presented at the Annual Meeting of the Association for the Advancement of Behavioral Therapy (23rd, Washington, DC, November 2-5, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Body Weight, College Students, *Eating Habits, Females, Higher Education

Identifiers—*Dieting, *Overeating

Restraint theory assumes that restrained eating is functionally equivalent to dieting and that "restraint" accounts for the eating behavior of overweight individuals. This study evaluated both of these assumptions. In the first part of the study, normal weight women were divided into groups of unrestrained nondieters, restrained nondieters, and restrained dieters. Subjects' food consumption in a standard forced paradigm (Herman and Mack, 1975) was tested. A significant Restraint/Dieting x Preload interaction was found. While restrained dieters ate much more in the no preload than in the preload condition, both nondieting groups showed the opposite tendency. In the second part of the study, the hypothesis that dieting accounts for the eating behavior of overweight individuals was tested. The normal weight subjects described above were reclassified as dieters or nondieters (ignoring restraint level) and groups of dieting and nondieting overweight individuals were run through the pre-load manipulation (creating a Dieting x Preload x Weight factorial). A three-way interaction was found, indicating that dieting had different effects on eating regulation in normal weight and overweight subjects. Among normal weight subjects, nonpreloaded dieters overate; among overweight subjects, nonpreloaded nondieters overate. (Author)

ED 312 579

CG 022 077

Iowa Study of Alcohol and Drug Attitudes and Behaviors among Youth, 1987-88. Normative and Trend Data.

Iowa State Dept. of Education, Des Moines.

Pub Date—Jun 89

Note—82p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alcohol Abuse, *Drinking, *Drug Use, Elementary Secondary Education, *Knowledge Level, *Student Attitudes, *Student Behavior, *Substance Abuse

Identifiers—*Iowa

The Substance Education Program of the Iowa Department of Education began a series of tri-annual studies of youth substance behaviors, attitudes, and knowledge in the fall of 1975. The youth studies have continued with data collections in 1978, 1982,

1984, and 1987. A survey administered in 1987 to Iowa students in grades 6, 8, 10, and 12 focused on substance use, parent modeling behaviors, parent normative standards, peer modeling behaviors, school normative standards, perceived school influence, and intervening variables related to adolescent preferences and norms. The findings of the 1987-88 Iowa Study of Alcohol and Drug Attitudes and Behaviors among Youth will be presented in three reports focusing on: (1) normative data for 1987 and relevant comparisons with previous studies; (2) individual district reports of student responses to selected survey items; and (3) normative data packets for the four size categories of districts. This report presents normative data for the 1987 survey and comparisons with prior studies. An introduction is followed by a description of study procedures and sections on findings for self-reported substance use and norms, external influences, and personal variables. A summary and recommendations section presents findings relevant to four research questions dealing with the present status of substance use, attitudes, and knowledge; important trends in these areas; the major influences in a youth's decision to use substances; and actions suggested by the findings for school persons. Sixty-four data tables are included. (NB)

ED 312 580 CG 022 078

Snyder, Howard N. And Others
Juvenile Court Statistics 1985.
National Center for Juvenile Justice, Pittsburgh, Pa. Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—Apr 89
Grant—85-JN-CX-0012

Note—213p.
Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Adolescents, Children, Correctional Rehabilitation, Court Litigation, *Delinquency, *Juvenile Courts, National Surveys, *Sentencing, Trend Analysis

Identifiers—*Status Offenders
This report is the 59th in the "Juvenile Court Statistics" series, a series begun in 1929 which serves as the primary source of information on the activities of juvenile courts. It describes the number and characteristics of delinquency and status offense cases disposed during 1985 by courts with juvenile jurisdiction and addresses some important national characteristics, trends and issues. Chapters 1 and 2 present national estimates of the delinquency and status offense cases formally handled by courts with juvenile jurisdiction in 1985. They provide a detailed portrait of these cases including the offenses involved, sources of referral, detention practices and case dispositions. The picture is based on analyses of over 337,000 individual case records from 1,133 courts with jurisdiction over 49% of the nation's juvenile population at risk and court-level statistics from an additional 345 courts with jurisdiction over 10% of the nation's juvenile population at risk. A description of the statistical procedures used to generate these estimates is found in Appendix A. Chapter 3, Data Briefs, contains a large set of subnational tables which shed light on many aspects of juvenile court delinquency and status offense caseloads not found in the first two chapters. Appendix B contains a glossary of terms used in the report. Appendix C presents a listing of the number of delinquency/status and dependency cases handled by individual juvenile courts in 1985. Each data set is footnoted to indicate the source of the data and its unit or units of count. Sixty-eight tables and 52 figures are included. (NB)

ED 312 581 CG 022 079

Snyder, Howard N.
Court Careers of Juvenile Offenders.
National Center for Juvenile Justice, Pittsburgh, Pa. Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—Mar 88
Grant—83-JN-AX-0011
Note—93p.
Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adolescents, Children, *Court Litigation, *Delinquency, *Juvenile Courts, National Surveys, *Recidivism, Trend Analysis, *Youth Problems
Identifiers—*Status Offenders

Past research has shown that a relatively small number of youths are responsible for a large proportion of the offenses committed by juveniles, leading juvenile justice practitioners to ask what the courts can do to intervene early to deter these youth from committing further serious delinquent acts. To answer this question, a research study was undertaken to examine, from the court's perspective, the delinquent careers of chronic juvenile offenders. The research involved the analysis of the court career and offense patterns of nearly 70,000 youth in Phoenix, Arizona and the state of Utah. The findings suggest that juvenile courts have an opportunity to intervene in the lives of a large percentage of youth at a time when problems are apparent and also have the authority to effect change. The finding that a youth referred to court for a second time before the age of 16 could, with a high degree of certainty, be considered a chronic offender implies that the courts should not wait until the youth has returned for the fourth or fifth time before taking strong action. This report describes the research conducted in Arizona and Utah and the findings revealed. Chapter 1 discusses the need for court career research. Chapter 2 explains the sources of juvenile court career data. Chapter 3 describes youth with juvenile court careers; chapter 4 explores the development of juvenile court careers; and chapter 5 characterizes juvenile court career types. Chapter 6 presents a summary and conclusions. The appendix explains the recoding of offense codes into reporting codes. Numerous tables display the statistical data. (NB)

ED 312 582 CG 022 080

Hotaling, Gerald T. Finkelhor, David
The Sexual Exploitation of Missing Children: A Research Review.
New Hampshire Univ., Durham. Family Research Lab.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—Oct 88
Note—48p.
Pub Type—Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Child Abuse, *Missing Children, *Pornography, *Runaways, *Sexual Abuse
Identifiers—*Sexual Exploitation

This paper evaluates current knowledge about the prevalence, dynamics, and short- and long-term effects of sexual exploitation among missing children. It is based upon empirical research findings from books, papers presented at professional meetings, doctoral dissertations, works in progress, and more than 75 articles in professional journals. Most of the research referred to has been conducted during the past 10 years. The report examines three categories of missing children: runaways, victims of parental kidnapping, and victims of nonfamily abduction. It focuses on five interrelated issues: prevalence, dynamics, risk factors, effects, and future research. Although the primary focus of this report is on forms of sexual exploitation that occur after a child is missing, studies of sexually abused children who subsequently become missing are also reviewed. An executive summary and introduction and a list of definitions of terms are followed by nine sections which focus on: (1) how many children are missing; (2) the sexual exploitation of missing children; (3) runaways and other forms of sexual exploitation; (4) long-term effects on runaways of sexual exploitation; (5) sexual exploitation of parentally kidnapped victims; (6) short- and long-term effects of sexual victimization on parentally kidnapped children; (7) sexual exploitation of nonfamily abducted children; (8) short- and long-term effects of sexual exploitation on nonfamily abducted children; and (9) a research agenda for examining the sexual exploitation of missing children. A list of 82 references is included. (NB)

ED 312 583 CG 022 081

Tobacco If You Use...You Lose.
Texas State Dept. of Health, Austin.

Pub Date—89
Note—23p.; Developed by the Office of Smoking & Health and funded by the Texas Cancer Council.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advertising, Decision Making, *Grade 5, *Grade 6, Intermediate Grades, Peer Influence, *Smoking, *Tobacco
Identifiers—*Smokeless Tobacco

This teacher's guide was developed to provide essential information that will enable students to make

independent and healthy decisions regarding tobacco use. Each lesson in the guide covers both smoking and smokeless tobacco in an effort to add to the realization that all tobacco products have health risks associated with their use and to dispel the myth that smokeless tobacco is a safe alternative to smoking. The guide is composed of three lessons requiring approximately 30-40 minutes of class time per lesson. Lesson 1 focuses on tobacco products and problems and contains a tobacco fact sheet. Lesson 2, Creating Illusions, looks at advertisements for tobacco products. Lesson 3 helps students to make their own decisions concerning tobacco use and contains sample pressure situations. The guide also contains a pre- and post-test. Smokeless tobacco information resources are included, as are a plan for quitting smokeless tobacco use and a teacher evaluation form. (NB)

ED 312 584 CG 022 082

Barbera-Stein, Linda Kraft, Joan Marie
Size, Composition and Utility of Support Networks for Pregnant and Parenting Adolescents.
Pub Date—Aug 89

Note—21p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (39th, Berkeley, CA, August 6-8, 1989).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Comparative Analysis, *Early Parenthood, *Family Relationship, *Females, Mothers, Peer Relationship, *Pregnancy, *Racial Differences, Social Networks, *Social Support Groups

The normative transition from adolescent to adult is interrupted by adolescent motherhood. Many argue that obstacles presented by adolescent motherhood can be overcome with support of family, friends, and the baby's father. To examine the size of social networks and the perceived and actual support derived from such networks, data were obtained from 177 black and white females adolescents who were either pregnant or first time mothers enrolled in one of seven educational support programs for new mothers. The findings revealed that the content of networks and perceived support from network members differed by parenting status; pregnant teenagers were more involved with peers while parenting teenagers were more involved with family. Further, parenting adolescents received more support from family members than did pregnant adolescents. The differences between pregnant and parenting teenagers appear to be linked to the construct of status transitions. In addition, black respondents were more likely to receive support from family than were white respondents. (Author/NB)

ED 312 585 CG 022 083

Brown, Sandra A. And Others
Alcohol Expectancies in Young Adult Sons of Alcoholics and Controls.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

Pub Date—Nov 89
Note—30p.; Paper presented at the Annual Meeting for the Advancement of Behavioral Therapy (23rd, Washington, DC, November 2-5, 1989).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Alcohol Abuse, *Alcoholism, College Students, *Drinking, Employees, *Expectation, *Family History, Fathers, Higher Education, Parent Child Relationship, *Reinforcement, *Sons, Young Adults

Identifiers—*Children of Alcoholics
Adolescent offspring of alcoholics have been found to have higher alcohol reinforcement expectancies than do teenagers from nonalcoholic families. In particular, those with a positive family history of alcoholism expect more cognitive and motor enhancement with alcohol consumption. This study examined the alcohol expectancies of 58 matched pairs of young adult males from alcoholic and nonalcoholic families to ascertain whether a similar expectancy pattern exists and the degree to which expectancies can differentiate family history groups. All subjects completed a questionnaire on demographic background; drinking history; personal and family psychiatric history; and past history of medical, drug, and alcohol related life problems. Subjects also completed a shortened version of the Alcohol Expectancy Questionnaire. The results indicated that even when individually matched

on demographic and drinking pattern variables, men with alcoholic fathers expect slightly more reinforcement from alcohol, particularly in the realm of sexual enhancement, than did peers with no alcoholic family members. The discriminant function analysis using expectancy items as predictors correctly classified 71% of the men from alcoholic families and 85% of men from nonalcoholic families. Theoretical and research implications of these findings are discussed. (Author/NB)

ED 312 586 CG 022 084
Burns, John L.
A Review of Recent Literature on Child Abuse and Sequelae.

Pub Date—10 Nov 89
Note—19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Abuse, *Child Rearing, *Family Role, *Parenting Skills, *Psychological Patterns

This paper addresses moderate- to long-term psychological effects of child abuse. It begins by discussing characteristics of effective and ineffective parenting to provide a background of potential contributors to child abuse within the family system. Belsky's (1984) developmental model of determinants of parenting behavior is explained and his three categories of determinants of parenting (personality/psychological well-beingness of the parent, child characteristics, and contextual events) are discussed. This discussion is followed by an examination of some issues surrounding the methodology of child abuse research, including the basic problem of developing operational definitions of child abuse. Also considered is the issue of validity of reports of alleged abuse by either victim or perpetrator. The evolution of research on child abuse is traced through three stages: focus on alleged victims only, focus on comparing alleged victims with nonabused persons, and random samplings to ascertain frequency. Finally, recent literature on relatively long-term effects of prior abuse is considered. Comments are offered with respect to the diversity of opinion of effects of prior abuse and prior abuse is considered in terms of the uniqueness or peculiarity of its sequelae. A list of 26 references is included. (NB)

ED 312 587 CG 022 085
Faska, Sharla Nichols
Suicidal Behavior in Children.

Pub Date—Nov 89
Note—20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
Blurred/light type may affect legibility.
Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Children, *Death, *Depression (Psychology), *Family Problems, *Incidence, *Problem Children, *Suicide

This paper reviews studies of childhood suicide and reports findings which suggest that the incidence of suicide under the age of 14 is greatly underreported. It notes that the incidence of non-fatal suicide attempts in children is even harder to determine than is the incidence of suicide. Studies are cited which suggest that, while preadolescent boys appeared to attempt suicide with much greater frequency than girls, the level of lethality in younger boys and girls was about equal. Reasons for a child to attempt suicide are considered, including self-punishment, escape, reunion with a significant other, rectification of an unbearable life situation, and avoidance of an impending punishment. Factors in suicidal behavior which are addressed include the child's conceptualization of death, depression, and familial factors (parental depression, family history of suicidal behavior, abuse, family instability, and life stress). It is concluded that there is no one cause of suicidal behavior in children, but that a number of determinants are involved. It is recommended that future research concentrate on providing a more accurate calculation of the incidence of suicidal behavior in children. Thirty-two references are included. (NB)

ED 312 588 CG 022 086
Coats, Patricia Boyne Overman, Steve
Childhood Antecedents of Achievement in Profes-

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sional Women.

Pub Date—Nov 89
Note—21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Background, Business, *Career Choice, *Childhood Interests, *Employed Women, Females, Individual Development, Leisure Time, Nontraditional Occupations, *Play, *Professional Personnel, *Socialization

While the trend for increasing numbers of women to enter the labor market is clear and career opportunities for women have expanded, women continue to be employed in occupations that are traditionally female and low-paying. This study examined childhood preferred play materials, structured and free play activities, and leisure time activities of women presently in traditional and nontraditional professions to investigate the antecedents of women's choices of careers in traditional versus nontraditional professions, with special focus on business as a profession. Independent variables antecedent to professional career choices focused on childhood socialization experiences through age 12 and included demographic variables relating to the subjects' childhood environment, family structure, parent characteristics, parental encouragement, and play. Subjects were 110 adult women from Mississippi, of whom 47 were in traditional professions, 25 were in moderately nontraditional professions, 15 were in highly nontraditional professions, and 23 were in business professions. Chi square and t-tests revealed significant differences among subgroups on several independent variables. Professional business women had participated more in competitive sports as children and (along with women in other nontraditional professions) reported more male playmates and fewer female playmates than did women in traditional professions. Women in nontraditional professions received different forms of parental encouragement than did women in traditional professions. (NB)

ED 312 589 CG 022 087
Henson, Stanley
A Study of the Attitudes of Early Adolescents toward Student Activities.

Pub Date—8 Nov 89
Note—10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Extracurricular Activities, Intermediate Grades, Junior High Schools, *Junior High School Students, Middle Schools, Preadolescents, *Racial Differences, *Rural Urban Differences, *Sex Differences, *Student Attitudes

This study on the attitudes of middle and junior high school students toward extracurricular activities focused on investigating differences in attitudes of male and female students, rural and urban students, and black and white students. Subjects were 1,383 middle and junior high school students randomly selected from 13 school districts in Arkansas who completed the Mid-Years Opinion Questionnaire designed to measure the social perception characteristics of early adolescents. Eight items that comprised the student activities survey were extracted as the dependent variable. The results revealed that males reported more positive attitudes toward student activities than did females in grades 6 through 9, and that rural subjects reported more positive attitudes toward student activities than did urban subjects. In 6th and 9th grades, whites tended to have more positive attitudes than blacks while at 7th and 8th grades, blacks tended to have more positive attitudes than did whites. The findings suggest that middle and junior high schools may need to consider adjusting their student activity programs to stress rewarding both academic and athletic achievements equally and to provide enough student activities for this age group. More research is needed to understand how different ethnic groups may relate to different student activities in the schools. (NB)

ED 312 590 CG 022 088
Neufeldt, David E. Olinger, Evanelle J.
Reactions to Others' Intimacy.

Pub Date—Apr 89

Note—11p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (35th, Houston, TX, April 13-15, 1989).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Employee Attitudes, *Interpersonal Relationship, *Intimacy, *Responses, *Sex Differences

Research using behavioral measures has indicated that men react less positively to the touch of a same sex individual than women, that both men and women react more positively to the touch of an opposite sex individual than to the touch of a same sex individual, and that men and women do not differ in their reactions to opposite sex touch. This study was undertaken to determine whether these findings would hold true using attitudinal measures (observing someone being touched rather than actually being touched). Subjects were 15 male and 15 female employees of a data processing service. Subjects examined a photograph of a man and woman standing at a normal conversation distance and were told to consider this photograph as a 4 on a 1 to 7 scale. Subjects were shown eight additional photographs and asked to rate them as being more negative or positive than the first photograph. These photographs varied by gender of individuals in the photograph and by degree of touching (shaking hands, hugging). Findings were consistent with previous behavioral studies in that high intimacy appeared to be more pleasant in the eyes of others when the participants were of the opposite sex than when they were of the same sex. Reactions to same sex intimacy was affected by the sex of the observer and high same sex intimacy led to less positive ratings than did low same sex intimacy. The significant findings were due to hugging males being viewed more negatively by males than any other type of interaction. The results support the contention that people hold a less conservative attitude when observing others interact in a touching situation than when they are the object of the touch. (NB)

ED 312 591 CG 022 089
Starting a McGruff House Program in Your Neighborhood.

Utah Council for Crime Prevention, Salt Lake City.
Pub Date—89
Note—37p.

Pub Type—Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Childhood Needs, *Child Welfare, *Community Programs, *Crime Prevention, *Neighborhood Improvement, *Safety

This document contains materials necessary for setting up a McGruff House Program in a neighborhood community. A McGruff House is described as a temporary haven for children who find themselves in emergency or frightening situations such as being bullied, followed, or hurt while walking in a neighborhood. It is noted that persons who volunteer their homes as McGruff Houses agree to provide emergency assistance for children as they go to and from school and play in the area, including telephoning appropriate authorities for help; reassuring and helping frightened or lost children; assisting children with medical emergencies; helping children who are in fear of becoming victims of personal crimes; and reporting crime to law enforcement officials. It is emphasized that McGruff Houses are not places where children can use the bathroom, get something to eat or drink, warm up or cool down; nor are they escort or babysitting services. The handbook outlines the steps necessary to start a McGruff House program. Included are sections on recruitment, application and screening, processing the approved applications, training, promotion, and monitoring and maintenance. Sample letters and forms which communities can use are provided. Key precepts about record checks, signs control, and program review are provided as unchangeable, while handouts and samples are free to be adapted to local needs. The handbook stresses the need for a school-law enforcement-parent partnership. Names and addresses for further information are given. (NB)

ED 312 592 CG 022 090
Wan, Thomas T. H. And Others
Effectiveness of Strategies To Contain Costs of the Post-Retirement Health Benefit Program.

Spons Agency—American Association of Retired Persons, Washington, DC. Andrus Foundation.
Pub Date—18 Nov 89
Note—26p.; Paper presented at the Annual Meet-

ing of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cost Effectiveness, Fringe Benefits, *Health Insurance, Retirement, *Retirement Benefits

The management of the cost of post-retirement health benefits (PRHBs) for retirees is a major concern to American corporations because of a declining commitment to the Medicare program by the federal government, new proposed accounting rules that will change the financial treatment of PRHBs, and a growing retiree population. This study was conducted to identify the major predictors of corporate benefit officers' perceptions about recent cost containment efforts. Survey data were obtained from a recent Equicor Health Care Survey (1986) of corporate benefit officers. The study examined (1) the factors accounting for effective organizational control of retiree health benefits, and (2) the profile of an effective organization in containing costs for the post-retirement program evaluation of 71 mothers previously served by TAP organizations that applied more cost-cutting and cost-shifting as well as changing PRHB designs may find those strategies an effective response to financial and competitive pressures. The perceived effectiveness of cost control was unrelated to the amount of coverage change in redesigning benefit plans, nor was it related to organizational size, type of industry, fiscal planning practice, or regional location. (Author/NB)

ED 312 593 CG 022 091

Tortu, Stephanie And Others
Gender Differences in Correlates of Substance Use: Implications for Prevention.

Pub Date—Nov 88
Note—16p; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, 13-17, 1988).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, Decision Making, Drinking, Drug Use, Grade 7, Junior High Schools, *Junior High School Students, *Marijuana, Prevention, Problem Solving, Self Esteem, *Sex Differences, *Smoking, Substance Abuse

This study was conducted to determine whether gender differences exist on a number of psychosocial variables that are correlated with the use of tobacco, alcohol, and marijuana. Subjects were 1,465 students from 22 schools in three regions of New York State who were in the seventh grade during the 1985-1986 school year. Students completed questionnaires in September 1985, January 1986, and May 1987. Data were obtained on these factors: basic demographic information; self-reported use of tobacco, alcohol, and marijuana; and various measures of cognitive, attitudinal, and personality variables believed to be correlated with the use of tobacco, alcohol, and marijuana. Data from Time 1 and Time 3 suggest substantial and interesting gender differences in the correlates of substance use. Differences were especially apparent when examining alcohol use as compared to the use of tobacco and marijuana, suggesting that the roots of the difficulties men have with alcohol are probably to be found in adolescence. Decision-making skill was negatively correlated with the use of tobacco and alcohol for boys only. Self-esteem, problem-solving confidence, and academic esteem were related to the use of all three substances for girls only. Risk-taking, a lack of self-control, and an inability to refuse requests from peers were related to substance use for both genders. These findings have implications for prevention efforts with this age group. (NB)

ED 312 594 CG 022 092

Oliver, Laurel W. Spokane, Arnold R.
Enhancing the Effectiveness of Career Counseling Interventions.

Pub Date—14 Aug 89
Note—10p; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
Pub Type—Information Analyses (070)—Guides - Non-Classroom (055)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, *Cost Effectiveness, *Counseling Effectiveness, Counseling

Techniques, Group Counseling, Individual Counseling, Termination of Treatment

An attempt to integrate the career counseling outcome literature (Spokane & Oliver, 1983) indicated that career counseling was definitely beneficial overall. Subsequent updating and additional analyses of the literature confirmed the usefulness of career counseling and led to further findings. Intensity of treatment ("time on task") was found to be a very important variable. Although individual career counseling was considered more effective per unit of time from the perspective of the individual client, group approaches were found to be generally more economical. A lack of standardized measures for many outcomes of interest was revealed, and a particular need for behavioral measures and cost-benefit and cost-effectiveness measures was found. Practitioners are encouraged to assess the outcomes of their career counseling and to follow up clients who appear to have terminated prematurely. This paper reviews the results of this research integration effort and notes some implications of the findings for enhancing career counseling interventions in the areas of diagnosis, treatment, outcome assessment, and follow-up. (Author/NB)

ED 312 595 CG 022 093

Simmons, Henry C.
Religious Instruction about Aging and Old Age.

Synopsis.
Pub Date—Nov 89
Note—9p; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aging (Individuals), *Beliefs, *Older Adults, *Religion, *Values, *Well Being Identifiers—*Spiritual Well Being

An analysis of the 102 entries, dated from 1975 to 1986, in the section on Religion of "Where Do We Come From? What Are We? Where Are We Going?" An Annotated GSA Bibliography of Aging and the Humanities" reveals three principal characteristics. First, with the exception of some literature on spiritual well-being, the material cannot be dated or sequenced on the basis of content, indicating that approaches to religion and aging are diffuse. The analysis reveals that only 3% of the authors had published three or more pieces and there was neither a group of authors in dialogue nor a coherent body of literature usually associated with an identifiable professional field. Second, spiritual well-being began as a concept rooted in dependence on God and relationship to a community of faith, became secularized, and emerged as a highly individual understanding of aging. This suggests that the term became both weaker and more individual over the 11-year span from 1975 to 1986. This shift is blamed on: the attempt by the 1981 White House Conference on Aging to broaden the base of support; a shift in the political scene; the use of the term in a more individual way causing it to become part of the prevailing cultural ethos; and the economic changes since the time the term was coined. Third, with few exceptions, meaning and value are spoken of in personal or individual ways rather than in dialogue with and grounded in collective systems, reinforcing the identification of meaning as an individual reality. Religious meaning, however, is socially constructed and must be socially supported. (NB)

ED 312 596 CG 022 094

Marsiske, Michael And Others
Evaluation of a Behavior Management Training Program for Nursing Home Caregivers.

Spons. Agency—National Inst. on Aging (DHHS/PHS), Bethesda, MD.
Pub Date—Mar 89
Grant—132-AG00048
Note—31p; Paper presented at the Annual Meeting of the American Society on Aging (35th, Washington, DC, March 18-21, 1989).
Pub Type—Speeches/Meeting Papers (150)—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Caregivers, *Nurses Aides, *Nursing Homes, *Older Adults, *Program Effectiveness, *Skill Development, Staff Development Identifiers—*Behavior Management

This study examined the effectiveness of a new skills training program designed to increase nurse aides' knowledge of behavior management. The training program, designed as five 90-minute group learning modules, was implemented in two Western

Pennsylvania nursing homes over a 5-month period. Topics covered within the training program included basic principles of behavioral management as they apply to depressed, disoriented, and agitated resident behaviors. Performance on eight mental health questionnaires, administered serially as pretests and posttests for each of the training modules, was used to evaluate nurse aides' acquisition and retention of this new knowledge. For three of the five training sessions, there was a significant pretest to posttest improvement (p.0001). In addition, one test was administered twice: once at the beginning of the training program and again at the end of the training program, 4 months later. There was a significant improvement on this measure (p.0001). Several of these test scores were also found to correlate significantly with caregiver self-ratings of their tendency to use behavior management skills in caregiving. The results have implications for improving the caregiving knowledge of nursing assistants, improving actual caregiving behaviors, and determining the limitations of inservice education in the nursing home context. (Author/NB)

ED 312 597 CG 022 095

Marsiske, Michael Willis, Sherry L.
Selective Attrition Effects in a Longitudinal Study of Adult Intelligence: Methodological Considerations.

Spons. Agency—National Inst. on Aging (DHHS/PHS), Bethesda, MD.
Pub Date—18 Nov 89
Grant—R01-AG05304
Note—37p; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adults, *Aging (Individuals), *Attrition (Research Studies), Intellectual Development, *Intelligence, Locus of Control, Longitudinal Studies, *Older Adults, *Research Problems, Statistical Bias

Selective subject attrition from longitudinal study panels can bias estimates of developmental change. Particularly in studies of older adults, sampling effects can adversely affect attempts to estimate true ontogenetic change. Selective attrition effects were examined in 636 Pennsylvania adults (138 males, 498 females), aged 58-91, who were tested in 1978-1979; and 232 subjects who returned and were retested in 1986-1987. On both occasions, subjects received measures of intellectual ability, locus of control beliefs, and attitudes toward aging. Comparison of the Time One ability performances of returning and non-returning subjects indicated significantly lower performance levels for dropouts on measures of Verbal Ability, Figure Relations, Induction, Experiential Evaluation, Memory Span, and Perceptual Speed (p.05). Logistic multiple regression procedures identified significant control belief and demographic predictors of attrition status ("R"=.25) and attrition type ("R"=.327). The group of non-returning subjects tended to be older, contained a higher proportion of males, were more likely to believe that chance controlled intellectual performance, had lower intellectual achievement motivation levels, were less likely to be employed, and reported lower levels of subjective health. The effects of these predictors were partialled out of the abilities showing significant attrition effects; this eliminated the significant attrition effect on four of the six abilities. These results suggest a possible procedure for examining selective attrition effects and quantifying sample bias in longitudinal studies of the elderly. (Author/NB)

ED 312 598 CG 022 096

Morris, David C.
The Effects of Church Attendance and Religious Activities upon the Life Satisfaction of Older Adults in Middletown, U.S.A.

Pub Date—Nov 89
Note—22p; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attendance, Churches, *Church Role, Health, Income, *Life Satisfaction, *Older Adults, *Religion, *Religious Factors Identifiers—*Church Attendance

This study investigated the role of religion in the lives of older adults living in the classic community setting of Middletown, U.S.A. It examined the patterns and relationships between religious attendance and activity, sex, health, income, and age with regard to the sense of subjective well-being as expressed by older Middletowners. Data were obtained from a random sample of 400 persons, 60 years of age and older. A multiple regression analysis was performed initially on seven variables (church attendance, religious activity, subjective health status, satisfaction with income, education, age, and sex) to examine their relationship to life satisfaction. Data analysis revealed that three variables (subjective health status, satisfaction with income, and church attendance) accounted for the vast majority of variance in life satisfaction. Religious activities did not show any direct effect on life satisfaction. Age, sex, health, and religious activity, but not education, all influenced church attendance. Age and education affected health, which also influenced religious activity and church attendance. Sex was related to education, which in turn influenced satisfaction with income. In examining the role of church attendance, it was revealed that while church attendance was related to life satisfaction, matters of health and perceived adequacy of income played a stronger role. (Author/NB)

ED 312 599 CG 022 097

Rizzolo, Peter J. And Others
Evaluation of Cognitive Function in the Group Setting.

Pub Date—Sep 89

Note—23p; Paper presented at the Annual Meeting of the National Forum on Research in Aging (6th, Lincoln, NE, September 20-21, 1989).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Ability, *Cognitive Measurement, Comparative Analysis, *Concurrent Validity, *Group Testing, Individual Testing, *Older Adults, *Screening Tests

Prevalence rates of cognitive impairment in persons 75 to 85 years of age have been documented in the range of 10-15%, and exceeding 20% after age 85. A recent study has demonstrated even higher prevalence rates: 18.7% between the ages of 75-84 and 47% in persons over 85 years of age. Screening for dementia in persons 75 years of age and older would therefore identify a significant number of impaired individuals. Identification of potentially impaired individuals by mental status screening and the initiation of measures to control risk factors associated with multi-infarct dementia or Alzheimer's dementia may prove to be a powerful argument for making the diagnosis of dementia at an early stage. This study was conducted to explore the feasibility of group screening for cognitive impairment and to compare the results obtained with a well-validated, individually administered screening test. The Folstein Mini-Mental State Examination (MMSE) was modified for use in a group setting. Community volunteers were tested as a group in two settings, a geriatric health fair and a special exercise class for the elderly. Subjects were subsequently tested individually using the standard MMSE. A Pearson correlation of 0.90 indicated a high degree of concurrent validity between the two methods of mental status screening. This pilot study suggests that screening for cognitive dysfunction in a group setting may be a useful addition to currently used methods for detecting dementia. (Author/NB)

ED 312 600 CG 022 098

Douglas, Richard L. And Others
Aged, Adrift and Alone: Detroit's Elderly Homeless. Final Report to the Detroit Area Agency on Aging, October 1988.

Eastern Michigan Univ., Ypsilanti. Coll. of Health and Human Services.

Spons Agency—Michigan State Office of Services to the Aging, Lansing.

Pub Date—Nov 89

Note—95p; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Fear, *Homeless People, Individual Characteristics, *Loneliness, *Older Adults, *Social Isolation, Social Networks, Social Support Groups, *Urban Population, Victims of Crime

Identifiers—*Michigan (Detroit)

The majority of long-term, non-transient homeless people in Detroit, Michigan are elderly. An understanding of the elderly homeless population in terms of demographic characteristics, family relationships, economic and health status, and other factors is a prerequisite to determining appropriate courses of action for those who provide services to the aging. This document presents the final report of such research. A literature review is included which reveals that the homeless elderly represent a highly variable population according to gender, education, mental and physical health, family relationships, and other issues. Development of a 61-item questionnaire used in completed interviews with 85 homeless elderly individuals in Detroit is described. Sections on research findings focus on characteristics of Detroit's elderly homeless population; the fear and reality of criminal victimization; and the sub-minimally housed elderly. A section on "notes from the field" is followed by conclusions and recommendations and final comments. Descriptive statistics and contingency tests are presented in the tables and appended materials. References are included. (NB)

ED 312 601 CG 022 099

Plant, Martin. Ed.
Alcohol-Related Problems in High-Risk Groups.

EURO Reports and Studies 109. Report on a WHO Study.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.—ISBN 92-890-1275-7

Pub Date—89

Note—126p.

Available from—WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210.

Pub Type—Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Alcohol Abuse, *Alcoholism, *Drinking, Foreign Countries, *High Risk Persons, *World Problems

Alcohol consumption has risen dramatically in many countries since the Second World War. Accompanying this rise has been a rise in alcohol-related problems, including liver cirrhosis mortality, alcohol dependence, and alcohol-related crimes and accidents. Alcohol misuse presents huge health, social, and legal problems throughout most of Europe and in many Third World countries. This report resulted from the cooperation between the European Regional Office of the World Health Organization and researchers from seven European countries. Its purpose was to discuss a number of practical issues related to the conduct of alcohol research, to indicate certain recent trends in alcohol use and misuse, and to highlight both problems and priorities for research and policy. "The Epidemiology of Alcohol Use and Misuse" (Martin Plant) reviews five general issues that have recently interested researchers and others concerned with alcohol misuse; it does not relate specifically to any particular country. The next six sections present case studies relating to Finland (Esa Osterberg), France (Marie Choquet and Sylvie Ledoux), the Federal Republic of Germany (Irmgard Vogt), The Netherlands (Henk Garretsen), Spain (Javier Ballesteros, Imanol Querejeta, Angeles Rivas, and Fernando Urizar), and the Union of Soviet Socialist Republics (Igor Urakov and Lev Mironoschenko). Each country section gives a brief survey of patterns of alcohol use and misuse, and focuses on particular subgroups of the population that have been identified as having a high risk in relation to alcohol. Some practical problems facing researchers are identified, and indications are given for future priorities for research. (Author/NB)

ED 312 602 CG 022 101

Beckmann, Shelley L. Chapman, Sandra L.
Narconon Drug Education Program Preliminary Analysis.

Foundation for Advancements in Science and Education, Los Angeles, CA.

Pub Date—89

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Drug Abuse, *Drug Education, Health Education, *High School Students, *Junior High School Students, Secondary Education Narconon developed a drug education program as an adjunct to its drug treatment program. This program is designed for presentation to junior high and

high school students. Lecturers are generally former drug abusers, and attempts are made to align the background of the lecturer to that of the students. The lecturer covers the effects of drug use, both mental and physical; the long-term effects on the ability to attain goals; the causes of addiction; and the responsibility of the individual in the use of drugs. Scare tactics are avoided. Lectures are interspersed with audience participation. The program is delivered in either one, three, or ten 1-hour presentations. All formats include lecture, discussion and, in the 10-hour series, student exercises. One-hour presentations were given to 37 classes in 15 Los Angeles, California area schools. Students (N=1,045) completed questionnaires immediately following the conclusion of the presentation. Findings suggest that Narconon's drug education program was effective in teaching students about the adverse consequences of drug abuse and had a very positive influence on the attitudes of students toward drugs. The most dramatic effect on attitude was observed in the borderline group of students—those indicating that they might use drugs in the future—with 86% of the students in this category indicating that they were less likely to use drugs following the presentation. Findings are reported in the areas of attitude toward drugs prior to the lecture, change in attitude following the lecture, education, preferred speaker, and current drug abuse. (NB)

ED 312 603 CG 022 106

Mosty, Mark. And Others
Predictors of Increased Death Following Relocation in Institutionalized Elderly.

Pub Date—Nov 89

Note—41p; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis MN, November 17-21, 1989).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), *Death, *Institutionalized Persons, *Nursing Homes, *Older Adults, *Psychiatric Hospitals, *Relocation, Stress Variables

Because research studies on post-relocation mortality in the elderly have come to inconsistent and contradictory conclusions, clinical teams recommending patients for placement are still relying on educated intuition as a basis for clinical decisions in what may be a life-or-death matter for elderly institutionalized patients. This study was conducted to determine if patients at one state psychiatric hospital who were recommended for nursing home placement and were relocated to nursing homes were more likely to die than non-relocated patients. The study also sought to determine the factors which characterized the patients who died soon after the move. When mortality data were compared between a group of geriatric patients (N=99) relocated to nursing homes from a state psychiatric hospital and an inpatient control group (N=99) matched on age, sex, psychiatric diagnosis, and length of hospitalization, the number dying in the relocated group was significantly larger during the first 8 months post-placement (p.05). Early deaths were found to be associated with age at placement, cardiovascular disease, healed fractures (p.05) and dementia (p.15). A discriminant model using these four variables categorized those dying early from those dying after 8.4 months (p.01). (Author/NB)

ED 312 604 CG 022 107

Harbert, Ellen M. And Others
Marriage and Retirement: Advice to Couples in Popular Literature.

Spons Agency—National Inst. on Aging (DHHS/NIH), Bethesda, MD; Veterans Administration, Washington, D.C.

Pub Date—Nov 87

Grant—1-R01-AG0561

Note—20p; Paper presented at the Annual Meeting of the National Council on Family Relations (49th, Atlanta, GA, November 14-19, 1987).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Emotional Adjustment, Interpersonal Relationship, Marriage, Periodicals, Public Opinion,

*Reading Materials, *Retirement, Self Actualization, *Spouses, *Stress Variables, *Well Being

Though academic research has shown retirement to be viewed by retirees as a satisfying time in life,

popular opinion holds that retirement is a difficult adjustment for a couple. This study was undertaken to find out more about one source of popular opinion, the popular press. All popular books and magazine articles on the topic of marriage and retirement published between 1960 and 1985 were surveyed. Thirty articles were located through key words for couples, marriage, and retirement in the "Guide to Periodical Literature." It was found that these sources emphasized heavily the potential stressfulness of retirement, and in turn offered advice about togetherness and autonomy, communication, sexual intimacy, boredom, and the onset of late life. Over time, advice to wives shifted away from an emphasis on nurturing their husbands and toward encouraging wives to take responsibility for their own well-being. With few exceptions, the subject of retirement in the popular press meant the husband's retirement. A review of the research literature revealed that it, too, had confined itself to the marital impact of the husband's retirement. Clinicians should be aware of the popular emphasis on the stressfulness of retirement and of the possibility that popular stereotypes about marital strain can become a self-fulfilling prophecy. (Author/NB)

ED 312 605

CG 022 108

Thomas, Jeanne L.

Contact with Grandchildren and Views of Grandparent-Grandchild Bonds.

Spons Agency—National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Pub Date—Nov 89

Grant—R15-AG-06532

Note—8p; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis MN, November 17-21, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Children, *Childhood Attitudes, *Family Relationship, *Grandchildren, *Grandparents, *Parent Attitudes

Relationships with grandchildren are a normative experience of middle and later adulthood, and a correlate of mental health. This study was conducted to explore associations between grandparents' views of their relationship with a grandchild and their reports of their own and their children's influence upon contact with the grandchild. Grandfathers (N=115) and grandmothers (N=186) recruited through church and civic organizations participated in a structured interview concerning their relationship with the oldest grandchild in the two-parent household geographically closest to them. Grandparents reporting that parents or the grandchild initiated most visits expressed greatest satisfaction with the relationships; grandparents reporting that all parties initiated visits about equally often expressed the lowest levels of responsibility to help the grandchild. Grandparents who reported that parents were present during most visits expressed the lowest levels of satisfaction with the relationships; grandparents who reported that they spent most visits with the grandchild alone expressed the highest levels of responsibility for disciplining the grandchild, for offering childrearing advice to parents, and for helping the grandchild. It is suggested that parents' presence during grandparent-grandchild visits does not necessarily have a salutary effect upon the grandparent's view of the relationship. Rather, grandparent-grandchild contact without parents present may be a context for the development of particularly vital bonds. (Author/NB)

ED 312 606

CG 022 109

Owen, Greg Mattessich, Paul W.

Resident Satisfaction: An Essential Element of Quality.

Pub Date—Mar 88

Note—24p; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis MN, November 17-21, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Evaluation Methods, *Institutionalized Persons, *Life Satisfaction, *Long Term Care, *Nursing Homes

A conceptual framework and rationale for the periodic interviewing of nursing home residents and their families were developed, a methodology for developing necessary surveys was devised, and ways in which survey data could be used were identified.

Client satisfaction surveys were conducted in three long-term care facilities in St. Paul, Minnesota. Sixty-one percent of the nursing home residents (N=262) were interviewed. Response rates were highest for those residents living in board and care facilities and lowest for those residents living in skilled nursing facilities. Global satisfaction measures produced little variance across facilities. More than 70% of the respondents in all facilities reported being satisfied with their current living arrangements. Items with lower ratings included questions about the variety of foods served, the amount of involvement residents had with other nursing home residents, and the availability of varied recreational activities. Feelings of personal autonomy were found to be directly related to the level of nursing home care, with skilled care residents feeling much less autonomy than residents of board and care facilities. Lack of privacy was mentioned as a cause for dissatisfaction by one-quarter of the residents in facilities with semi-private rooms. Information provided by the survey of nursing home residents was used by facility administrators to prepare a series of in-service education programs for staff, develop performance expectations, and focus staff attention on overall program quality. (Author/NB)

CS

ED 312 607

CS 009 816

Stewig, John Warren

Children's Response to Books about the American Southwest.

Pub Date—Oct 89

Note—14p; Paper presented at the International Visual Literacy Association Conference (Phoenix, AZ, October 26-28, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children Literature, Grade 5, Illustrations, Intermediate Grades, Literature Appreciation, *Picture Books, *Reader Response, *Reader Text Relationship, *Reading Interests, Reading Research, Reading Writing Relationship

The assumption that readers understand best and respond most positively to writing and illustrations which reflect their own first-hand experience was tested. To elicit response from children, four books by Byrd Baylor were used in three classes of fifth graders, in urban, suburban, and rural schools. After the books were read and the pictures shown, the students filled out a form asking them to rank order the books and indicate whether they would choose to read the book again on their own. The students were asked to write a preference statement when all the books had been reviewed and discussed. The fact that the books represented both a geographic area and lifestyles unlike their own did not seem to interfere with the students' participation. In each location the children chose a different book as most highly ranked. In the urban and rural groups, the book "Desert Voices" received more yes than no responses to questioning about desire to read the book again. In looking at a quantification of the comments made about the favorite books they chose, in both the rural and urban school comments were evenly split between text and illustration comments. In the suburban group, comments were much more heavily text rather than picture oriented. The study suggests that teachers can choose to use picture books with older students and need not limit the books only to those depicting the children's own lives. (A review of each book used is attached.) (MO)

ED 312 608

CS 009 817

Boyer, Nancy W.

Reading Comprehension and the Computer.

Pub Date—May 84

Note—29p; M.S. Practicum, Nova University. Pub Type—Reports - Research (143) — Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Compensatory Education, *Computer Assisted Instruction, Educational Media, Gifted, Grade 4, Grade 5, Instructional Effectiveness, Intermediate Grades, Reading Achievement, *Reading Comprehension, *Reading Improvement, *Reading Instruction, Reading Research

Identifiers—Stanford Diagnostic Reading Test

A practicum study was conducted to raise the

reading comprehension level of students at least one grade level by using Computer-Assisted Instruction (CAI), and to determine the kind of student who would most benefit by the use of CAI. A control group of 35 students and three experimental groups of 19 computer students, all in fourth or fifth grade, received normal classroom instruction in reading. The 19 students received extra computer training in reading comprehension for a period of 3 months. CAI students used original teacher-developed software entitled "Reading Comprehension" and the commercial reading program, "Our Weird and Wacky World" by Educational Activities. All students were tested before and after the use of the computers. Results of those using computers showed an increase when comparing the test scores. The overall gain of CAI students was 1.5 years. It was recommended that this program of study be extended over a 10-month school year and that the curriculum be expanded to include an adjustable program to encourage faster reading along with the increase in comprehension. (Seven appendices containing graphs, reading sources, student opinions, and a sample parent letter are attached.) (MG)

ED 312 609

CS 009 819

Dretzke, Beverly J. Keniston, Allen H.

The Relation between College Students' Reading Strategies, Attitudes, and Course Performance.

Pub Date—May 89

Note—12p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Analysis of Variance, College Students, Factor Analysis, Higher Education, *Reading Attitudes, *Reading Habits, Reading Research, *Reading Strategies

A study examined the relation between individual differences in reading behavior and achievement in college students. Subjects, 197 students enrolled in four undergraduate psychology courses at a midwestern university, completed questionnaires concerning their reading strategies, attitudes toward reading, and personal background information. Responses to the strategy and attitude items on the questionnaire were submitted to factor analysis. Results indicated that a distinct set of factors, which replicated the factors identified by G. E. Rice and B. J. F. Meyer in their 1986 study, was generated: (1) enjoyment of reading; (2) summarizing strategy; (3) detail rehearsal strategy; (4) relating strategy; and (5) main idea strategy. Results also indicated that enjoyment of reading, summarizing strategy, and main idea strategy were positively correlated with course grades. Findings suggest that the survey instrument would be a valuable diagnostic tool to recommend reading strategies for students who are doing poorly in their course work. (Three tables of data are included.) (RS)

ED 312 610

CS 009 820

DeGrella, Jeanne Berthelot

Creating a Literate Classroom Environment.

Pub Date—89

Note—19p.

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Design, *Classroom Environment, *Classroom Techniques, Elementary Education, Language Arts, *Literacy, Reading Writing Relationship, Teacher Role, Teaching Methods

Identifiers—Whole Language Approach

A literate classroom environment immerses a student in a rich, stimulating, interactive, and purposeful print and language environment which is designed to provide for success in reading, writing, listening, and speaking and the needs of individuals responsible for their own learning in a natural, non-competitive, non-threatening, risk-taking setting. According to researchers, suggestions for teachers to aid in creating a literate classroom environment include: (1) the arrangement of the physical environment; (2) the incorporation of literacy activities such as reading quality literature, sharing books, sustained silent reading, and modeled writing; and (3) procedures to meet individual student needs. (Eighteen references are attached.) (RS)

ED 312 611

CS 009 821

Alvarez, Marino C. Risko, Victoria J.

Schema Activation, Construction, and Application.

RIE APR 1990

ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 89

Contract—R188062001

Note—4p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, 2805 E. 10th St., Suite 150, Bloomington, IN 47405 (no cost for a single copy; \$2.00 postage and handling for up to 10 no-cost items).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, *Prior Learning, Reader Text Relationship, *Reading Comprehension, *Reading Research, *Reading Strategies, *Schemata (Cognition)

Identifiers—ERIC Digests, Prereading Activities, *Schema Theory

Schema theorists have advanced the understanding of reading comprehension by describing how prior knowledge can enhance a reader's interaction with the text. Accordingly, comprehension occurs when a reader is able to use prior knowledge and experience to interpret a text's message. Educators and researchers have suggested numerous instructional strategies to help students activate and use prior knowledge to aid comprehension. In order for schema construction to occur, a framework must be provided that helps readers elaborate upon new facts and ideas to clarify their significance or relevance. (RS)

ED 312 612

CS 009 822

Williams, Carolyn

A Study of the Reading Interests, Habits, and Attitudes of Third, Fourth, and Fifth Graders: A Class Action Research Project.

Pub Date—Nov 89

Note—28p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, Grade 3, Grade 4, Grade 5, *Parent Student Relationship, *Reading Attitudes, *Reading Habits, *Reading Interests, Reading, Material Selection, Reading Research, School Surveys

Identifiers—Mississippi

A study investigated the relationships between reading interests, habits, and attitudes of third, fourth, and fifth grade students and the variables of teacher/parental influences, ethnic background, gender, and grade levels of the students. Subjects, a random sample of 101 Black, 92 White, 2 Chinese and 1 Arab low-to-middle socioeconomic-level students from the central Mississippi area, were given a 20-item survey instrument developed by graduate students and designed to identify the students' background of home and school as it relates to reading. Results indicated that: (1) those students who spent a great amount of time reading liked to read and were read to before they began school; (2) the best way to help children enjoy reading was to have them read "their own books"; (3) teachers and students should discuss books of interest; and (4) all children surveyed viewed reading as an important part of their lives and enjoyed reading material related to their own interests. (Eighteen tables of data are included; 25 references, a list of 20 books read by students, and the survey instrument are attached.) (RS)

ED 312 613

CS 009 823

Johns, Jerry

Reflections on Whole Language, Whole Word, and Phonics

Pub Date—Dec 89

Note—6p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, *Phonics, Primary Education, Reading Attitudes, Reading Comprehension, *Reading Instruction, *Reading Teachers, Sight Method

Identifiers—*Educational Issues, *Whole Language Approach

The reading profession's current emphasis on

whole language may have helped to raise the recurring debate between meaning-based (whole language) and phonics-based (code emphasis) approaches to teaching reading. As some researchers have linked whole language with whole word, phonics advocates have come forth with renewed vigor to offer a series of claims and counter claims. What has failed to occur in this debate is any movement away from the simplistic claims for improving reading instruction. Some teachers have already discovered ways to combine the strengths of several approaches to reading. Teachers who remain committed to their primary mission of developing literacy among their students will not get caught up in the power struggle between phonics and whole language. They will continue to apply what works—no matter what those in the reading profession choose to call it. (NKA)

ED 312 614

CS 009 824

Graves, Marilyn Senecal, Jan

Let's Celebrate Whole Language (A Practical Guide for Parents).

Pub Date—89

Note—8p; Paper (in the form of an 8-panel brochure) presented at the Annual Meeting of the National Council of Teachers of English (79th, Baltimore, MD, November 17-22, 1989).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Classroom Environment, Family Environment, *Parent Student Relationship, Primary Education, Reading Instruction, Reading Writing Relationship, Writing Instruction

Identifiers—Literature Based Instruction, *Whole Language Approach

Developed by experienced professionals, this brochure is designed to let parents know what the Whole Language Approach is, how it is being used in the classroom, and how parents can apply Whole Language in the home. (RS)

ED 312 615

CS 009 825

Reves-Kazelskis, Carolyn Kazelskis, Richard

Effects of an Expanded Language Experience Approach on Oral Close Performance of Kindergartners.

Pub Date—Nov 89

Note—25p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-11, 1989).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cloze Procedure, Context Clues, Kindergarten Children, *Language Experience Approach, *Listening Comprehension, Primary Education, Reading Instruction, *Reading Programs, Reading Research

Identifiers—California Achievement Tests, Whole Language Approach

A study explored the effects of an expanded Language Experience Approach (LEA) on listening comprehension skills of kindergartners. During a 2-year period, two experiments were conducted with different groups of kindergartners. The second experiment replicated the first experiment and was conducted to determine if an expanded LEA would produce different effects with kindergartners who were more representative of the population than were those in the first experiment. In both experiments, the experimental (expanded LEA) and the control (traditional LEA) conditions were implemented by the same two teachers. A total of 44 kindergartners were involved in the first experiment (22 experimental and 22 control) and a total of 47 kindergartners were involved in the second experiment (23 experimental and 24 control). The two LEA conditions differed only in the kinds of follow-up activities associated with each of the conditions. The results of both experiments favored the use of an expanded LEA. The oral cloze results of experiment 1 revealed significant differences between the experimental and control groups on beginning (p.05), medial (p.01), and total cloze (p.01) scores. In experiment 2, the experimental and control groups differed significantly (p.05) on beginning, medial, and total cloze scores. Significant differences in final cloze scores of the experimental and control groups were not found in either of the experiments. Results indicated that the use of an expanded LEA is likely to be more effective than the traditional LEA in facilitating development of listening comprehension skills. (Three tables of data are included and 21 references are attached.) (Au-

thor/MG)

ED 312 616

CS 009 826

Puttermann, Linda, Comp. And Others

International Jerusalem Symposium on Encouraging Reading: Proceedings (4th, Jerusalem, Israel, March 13-15, 1989).

Spons Agency—San Diego City Schools, CA. Community Relations and Integration Services Div.

Pub Date—Mar 89

Note—197p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Children's Literature, Elementary Education, Foreign Countries, *Mass Media Use, Reading Habits, *Reading Interests, Reading Materials, *Reading Programs, Reading Research, *Recreational Reading, Television, Theory Practice Relationship

Identifiers—Israel, *Reading Motivation

The 14th Jerusalem International Book Fair, as an integral part of the International Jerusalem Symposium on Encouraging Reading took place for the fourth time. It addressed itself specifically to the promotion of reading habits among children and young people. The proceedings contain the following addresses: (1) "Give Us Books, Give Us Wings: 1989-The Year of the Young Reader" (John Cole); (2) "Television and Reading: Friends or Foes?" (Dorothy G. Singer); (3) "Media Education, Reading Promotion in Families and Kindergartens—Results of a Two Year Campaign" (Rolf Zitzelsperger); (4) "Encouraging Reading: A Philosophic, Pedagogic and Practical Approach—An Overview of a Primary School Library Program" (Barbara Rush); (5) "The Media Can Encourage Reading: Some Current Television Programs in the United States" (Arlene M. Pillar); (6) "Maximizing the Appeal of Reading Matter for Children: The Home/School Connection" (Bobbie S. Goldstein); (7) "Words into Books—Books into Hands: Reaching Out to the Young Reader" (Sara Shaps); (8) "Maximizing the Appeal of Children's Books: Toys or Medicine?" (Brough Gilling); (9) "Considerations for the Israeli Buyer of English Children's Books" (Nancy Ayalon); (10) "Promoting Voluntary Reading in Classrooms: Theory, Research and Practice" (Lesley Mandel Morrow); (11) "Fostering an International Literary Heritage with Children's Literature Translation" (Patricia Jean Cianciolo); (12) "Beyond Books: Making Connections" (Nancy Semmoff); (13) "A Project for Encouraging 10-12 Year Old Children to Read" (Ruth Geffen-Dotan); and (14) "Points for a Report" (Lila Weissensbaum). A list of contributors is appended. (MS)

ED 312 617

CS 009 827

Gillet, Susan Bernard, Michael E.

Reading Rescue: A Parents' Guide, Second Edition. Australian Council for Educational Research, Hawthorn.

Report No.—ISBN-0-86431-054-4

Pub Date—89

Note—172p.

Available from—Customer Services, ACER, P.O. Box 210, Hawthorn, Vic. 3122, Australia (Code 287BK; \$14.95 plus \$3.00 handling charge per order).

Pub Type—Books (010)—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Beginning Reading, Elementary Education, Foreign Countries, *Parent Child Relationship, *Reading Difficulties, Reading Habits, *Reading Materials, *Reading Material Selection, *Reading Skills, *Reading Strategies, Self Esteem

Identifiers—Australia, *Reading Behavior

This book presents practical ideas, procedures, and activities which can help parents improve children's reading. The book contains the following chapters: (1) "Reading and Your Child"; (2) "Living with and Helping Your Child"; (3) "Getting Ready to Teach Your Child"; (4) "The Teaching Session"; (5) "Activities to Improve Your Child's Basic Reading Skills"; and (6) "Choosing Reading and Other Educational Materials for Your Child." The book includes three appendices: "Testing Your Child in Reading," "A Basic Sight Vocabulary," and "Exercises to Help Teach Your Child Phonetically Regular Words." (MS)

ED 312 618

CS 009 828

Haberlandt, Karl

Readers Differ Both in Reading Speed and in Reading Time Patterns.

Pub Date—18 Nov 89

Note—18p.; Paper presented at the Annual Meeting of the Psychonomic Society (30th, Atlanta, GA, November 10-12, 1989).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, Multiple Regression Analysis, Reading Comprehension, Reading Processes, *Reading Rate, Reading Research, *Reading Strategies, *Speed Reading Identifiers—Text Factors

A study was conducted to evaluate reading strategies by contrasting regression results of 10 fast versus 10 slow readers. At the word level the lag effect was evaluated. At the text level, the few-argument strategy versus the many-argument strategy and the physical and the syntactic strategies were evaluated. The absolute proportion of the lag effect was small but was greater for fast than for slow readers. If readers exhibited lagged processing for words, there was an expectation that some higher level processes would also occur with a lag. Analysis showed that there was no difference between reader groups in the processing of new argument nouns. Reading times for both fast and slow readers increased with the number of new argument nouns in the sentences. There was a trade-off between reading speed and comprehension. In every experiment and every condition, the retention scores were poorer for the fast readers than for the slow readers. There were specific reading patterns in fast readers that were not reflected in the average profile of readers. Results demonstrated how important it is to examine comprehension strategies for different reader groups. Results indicated that readers do not necessarily pause at clause and sentence boundaries. (Seven figures are included.) (MG)

ED 312 619 CS 009 829

Boyer, Wanda A. Anderson, Frances

Analysis of Listening Skills Acquisition in Magnet Schools.

Pub Date—10 Nov 89

Note—11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Educational Research, Grade 4, Intermediate Grades, *Listening Comprehension, Listening Comprehension Tests, *Listening Skills, *Magnet Schools Identifiers—Listening Research, Stanford Achievement Tests

A study conducted in a magnet school examined whether curricular attractions stressing science, second language acquisition, and use of computers make a difference in how effectively children listen and how well the pupil comprehends what is heard. Subjects were 58 fourth grade students who participated in an enriched curriculum. Data were collected for each student on his or her 1986-87 and 1987-88 Stanford Achievement Test. A comparison of the subjects' grade two listening total and listening comprehension test percentiles (derived the year before they attended the magnet school) was made with their grade three percentiles in the same tests (received after the first year at the magnet school). Results indicated a significant downward trend in listening total percentile between second and third grade. Further quantitative analysis is required to establish causes for the grade slump. (A table of data is appended.) (NKA)

ED 312 620 CS 009 830

Adler, Jay C. And Others

A Middle School Experiment: Can a Token Economy Improve Reading Achievement Scores?

Pub Date—Oct 89

Note—8p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 19-21, 1989).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Grade 6, Independent Reading, Middle Schools, *Reading Achievement, *Reading Programs, Reading Research, *Token Economy Identifiers—External Incentives, Gates MacGinitie Reading Tests, Illinois (Chicago), *Reading Motivation

Incentive programs in the form of token economies (the granting of points or counters which can later be exchanged for tangible rewards such as free time, listening to records, or candy) are widely used

in schools today. The Pizza Hut restaurant chain promotes a motivation plan called "Book It" with free pizza as the reward for increased free reading, in cooperation with interested school systems. Such a program was mounted in a western suburban Chicago school district with 245 sixth grade students over a 5-month period. Students in the experimental group were promised a pizza reward for achieving an appropriate reading goal; students in the control group were simply encouraged to read as much as possible. Scores on the Gates-MacGinitie Reading Achievement Test was the dependent variable. Contrary to enthusiastic expectations by the promoters of the "Book It" program, there were no statistically significant differences between the experimental group and the control group on reading achievement scores, although the participants probably derived some social benefits from the experience. Token economies have been successful with many forms of adolescent behavior, but these results underscore the belief that reading is too complex a process to be affected by just one variable—an external incentive. (Author/NKA)

ED 312 621 CS 009 831

Angelina, Mary

Prereading Prediction and Survey Activities and Their Effect on Reading Comprehension.

Pub Date—Dec 89

Note—47p.; M.A. Thesis, Kean College.

Pub Type—Reports—Research (143)—Dissertations/Theses—Masters Theses (042)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Basal Reading, Grade 4, *Illustrations, Intermediate Grades, *Reading Comprehension, Reading Research Identifiers—*Prereading Activities

This study examined whether post-reading comprehension would be affected by the inclusion of pictorial material with a story and a prereading prediction questionnaire. Subjects, 75 heterogeneously grouped fourth grade students randomly assigned to one of three groups, either (1) read a basal reader passage with pictorial material; or (2) read the same passage with the pictorial material deleted; or (3) answered an 11-item prereading prediction questionnaire prior to reading the basal reading passage which included the pictorial material. All subjects then completed a 10-item posttest. Results indicated that there was no statistically significant difference between the posttest results of the subjects in the three groups. (Three tables of data are included; 30 references, survey instruments, reading passages, and an appendix of score data are attached.) (RS)

ED 312 622 CS 009 832

Walton, Craig

Literacy and Critical Thinking: The NAEP Literacy Studies and What We Are Not Teaching about 'Higher Reasoning Skills.'

Pub Date—[89]

Note—16p.

Pub Type—Opinion Papers (120)—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Critical Thinking, *Educational Change, Elementary Secondary Education, *Functional Literacy, Higher Education, Skill Development, *Student Needs, Teaching Methods

Identifiers—National Assessment of Educational Progress

Noting that the public's discussion, and most of what has appeared in educationist publications for teachers' discussion, is silent about the practicality of what reasoning is and how to teach it, this paper presents several examples taken from the National Assessment of Educational Progress (NAEP) "Literacy: Profiles of America's Young Adults" to illustrate the depth of the literacy problem and makes recommendations as to which reasoning abilities are needed for functional literacy. The paper presents four higher reasoning skills and one classroom activity for each: (1) synthesis or summary; (2) analysis or problem solving; (3) argumentation; and (4) experimentation. The paper concludes that it is beginning to become apparent that the nationwide tests which reveal students' inability to invoke higher reasoning skills rest upon educators' not knowing what those higher skills are and how to put them into the classroom. (RS)

ED 312 623 CS 009 833

Iaccino, James F.

The Influence of Strong Attentional Manipulations on the Processing of Dichotic Inputs in Right-Handers.

Pub Date—[89]

Note—16p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Attention, *Attention Control, Attention Span, Auditory Tests, Educational Research, Higher Education, *Lateral Dominance, Sex Differences, Shift Studies

Identifiers—Attention Diversion, *Attention Test, *Dichotic Listening

A study was conducted to investigate further the dichotic outcomes in right-handers as a function of sex, ear-side, and most especially stronger attentional bias. The derived prediction was: that increased focus time on the right side would produce a striking right ear advantage (REA) in either right-handed men or women, replicating the most recent findings with instruction manipulations. Subjects were 24 right-handed women and 24 right-handed men; all subjects were undergraduate students. Subjects were told they would be hearing a series of simple sounds which would be presented in each ear simultaneously. For the first block of 120 trials, subjects were instructed to focus their attention on one preselected ear and report only those sounds coming from that ear. After a one-minute rest, the second block of 120 trials was given and the subjects had to shift their attention to the unattended ear-side and perform the necessary identifications. Analysis indicated a very strong right-ear advantage in men and women under the right-focus condition as well as a significant left-ear advantage for both sexes with directed left-focus. These findings suggest that sustained ear-attendance exerts a powerful influence on dichotic performance. More work is required with attentional manipulations to determine their relative impact on right-handers' dichotic identifications. (One table is included and eighteen references are attached.) (MG)

ED 312 624 CS 009 834

Iaccino, James F.

Further Evidence of Asymmetrical Processing of Tachistoscopic Inputs in Undergraduates across Sex, Handedness, Field-Side, and Fixation Instructions.

Pub Date—[89]

Note—28p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Brain Hemisphere Functions, Higher Education, *Lateral Dominance, Neurological Organization, *Reading Processes, Reading Research, Recall (Psychology), *Sex Differences, Tachistoscopes

Identifiers—Brain Research, *Handedness

A study examined laterality effects observed in previous studies in which men as well as right-handers show a right-visual field (RVF) advantage for letter recall and a left-visual field (LVF) advantage for letter position recall, suggesting asymmetrical brain organization for these groups. Subjects, 96 undergraduates equally divided by sex and hand dominance, were required to recall either the letters or the respective letter positions within 4x4 matrices flashed to the right or the left visual field. Subjects further received instructions prior to each trial cueing them as to the field in which the matrix would be positioned. Results indicated that right-handed men demonstrated the predicted RVF advantage for letters while only right-handed subjects evidenced a LVF advantage for letter positions. Findings suggest that the instructions could have been contributing to the observed sex difference with letters, implying that right-handers exclusively possessed this asymmetrical organization. (Three tables of data are included and 28 references are attached.) (Author/RS)

ED 312 625 CS 009 836

Trollinger, William V. Kaestle, Carl F.

Difficulty of Text as a Factor in the History of Reading. Program Report 86-13.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 86

Grant—NIE-G-84-0008

Note—59p.; Report prepared for the project, "A Social History of the American Reading Public, 1880-1980." Research supported by the Spencer

Foundation and the National Institute of Education.

Pub Type—Reports - Research (143) — Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, Content Analysis, Educational History, Fiction, Newspapers, Periodicals, *Popular Culture, *Readability, *Readability Formulas, Reading Habits, *Recreational Reading Identifiers—Flesch Reading Ease Formula, *Text Factors

This study assessed the readability of popular print material (newspapers, magazines, and books) published in 1920. Selected passages from these books and articles were analyzed using the Flesch Reading Ease test and other, more theoretically interesting and relevant, readability formulas. Results indicated that "highbrow" publications such as the "New York Times" and the "Atlantic Monthly" contained more difficult prose than "middlebrow" publications such as the "Milwaukee Journal" and the "Saturday Evening Post." Results also indicated that detailed readability evaluation reversed anomalous ratings on the Flesch scale. Findings suggest that "high literacy" has demonstrated continued complexity, influence, and apparent inaccessibility to the average reader. (Four figures of data are included; 51 references and four appendixes of data are attached.) (RS)

ED 312 626 CS 009 837

Silvern, Stephen B. Silvern, Linda R.

Beginning Literacy and Your Child.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; International Reading Association, Newark, Del.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-87207-164-2

Pub Date—[89]

Contract—R188062001

Note—21p.

Available from—Parent Booklets, International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (N.O. 164, \$1.75 prepaid); ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Suite 150, Indiana University, Bloomington, IN 47401 (\$1.75 prepaid).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Family Environment, Literacy, Parent Attitudes, *Parent Child Relationship, Reading Writing Relationship, *Young Children Identifiers—Emergent Literacy, Print Awareness

Emphasizing that beginning literacy consists of experiences during the first years of life that lead to reading and writing, this booklet offers practical tips for parents who wish to create a literate home environment for their young child, listening and talking to the child, going to the library together, and other informal activities. The booklet also contains recommended reading and resources for parents. (NKA)

ED 312 627 CS 009 838

Stoll, Donald R., Ed.

Magazines for Children.

Educational Press Association of America, Glassboro, N.J.; International Reading Association, Newark, Del.

Report No.—ISBN-0-87207-153-7

Pub Date—90

Note—47p.

Available from—International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (\$5.25 each; 10-19, \$3.00 each; 20-49, \$2.75 each, 50+, \$2.50 each).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Childhood Interests, *Childrens Literature, Early Childhood Education, Elementary Secondary Education, *Periodicals, Reading Interests, Reading Materials

Identifiers—*Childrens Magazines, Reading Motivation

This publication lists 123 current magazines for children, arranged in alphabetical order. A concise description of each magazine is provided, along with information on target audience, subject, distribution method, editor, publisher, editorial address, ordering address, and how to obtain a sample issue. The publication also contains an explanatory essay, a

subject index, and an age/grade index. (NKA)

ED 312 628 CS 009 839

Birger, Barbara

A Comparison of Performance on a Silent Informal Reading Inventory and Achievement on a Standardized Reading Test.

Pub Date—Dec 89

Note—50p.; M.A. Thesis, Kean College.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Grade 4, *Informal Reading Inventories, Intermediate Grades, Reading Achievement, Reading Comprehension, Reading Research, *Reading Tests, *Standardized Tests, *Test Validity

Identifiers—California Achievement Tests

A study compared performance on a silent informal reading inventory and achievement on a standardized reading test, focusing on students' individual skill needs and how effective tests were in identifying specific strengths and weaknesses in these skill areas. Subjects, 25 students entering fourth grade in a primarily middle class suburban community, were administered a silent informal reading inventory (IRI) after reading a passage. Subjects' most recent scores on the California Achievement Test (CAT) were compared to the results of the IRI. Results indicated that performance on a silent informal reading inventory do not correlate highly with achievement on a standardized reading test. Findings suggest that assessing student progress in reading ability for appropriate instruction is best achieved by a combination of the normed approach (as in the CAT) and a diagnostic-prescriptive approach (as in the IRI). (One table of data is included; 51 references, the evaluation instrument, data for reading comprehension instructional levels is appended.) (RS)

ED 312 629 CS 009 841

Potter, Rosemary Lee

Using Microcomputers for Teaching Reading in the Middle School. Fastback 296.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-296-8

Pub Date—89

Note—47p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (\$7.50 members; \$9.00 nonmembers).

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, *Computer Assisted Instruction, Computer Software, Intermediate Grades, Junior High Schools, *Middle Schools, Reading Improvement, *Reading Instruction, *Reading Strategies, Remedial Reading, Teacher Developed Materials, Word Processing

Based on the experiences of using computer-assisted reading instruction in middle schools, this pamphlet proceeds from the conviction that the use of a computer helps middle school students improve their reading. Following an introduction, the booklet is in seven sections: (1) Why Use Computers in Middle School Reading? (2) Software—The Heart of the Matter; (3) Managing Computer-Assisted Instruction in the Reading Classroom; (4) The Reading/Writing Connection: Word Processing; (5) Using Computers for Middle-School Remedial Reading; (6) Some Other Computer Considerations; and (7) Resources. (SR)

ED 312 630 CS 009 842

Bavaro, Sandra

Audio/Visual Aids: A Study of the Effect of Audio/Visual Aids on the Comprehension Recall of Students.

Pub Date—Dec 89

Note—33p.; M.A. Thesis, Kean College.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audiovisual Aids, *Elementary School Students, Grade 4, Intermediate Grades, *Reading Comprehension, Reading Research, *Recall (Psychology)

A study investigated whether the use of audio/visual aids had an effect upon comprehension recall. Thirty fourth-grade students from an urban public

school were randomly divided into two equal samples of 15. One group was given a story to read (print only), while the other group viewed a film-strip of the same story, thereby utilizing audio/visual aids. Immediately following, a comprehension recall test consisting of 10 questions was administered; only short-term recall was tested. Results indicated that there was no significant effect on comprehension of printed material as a result of using audio/visual aids. (One table of data is included, and 25 references are attached. An appendix contains the printed story and the comprehension recall test.) (Author/SR)

ED 312 631 CS 009 843

Dully, Melanie

The Relation between Sustained Silent Reading to Reading Achievement and Attitude of the At-Risk Student.

Pub Date—Dec 89

Note—33p.; M.A. Thesis, Kean College.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary School Students, Grade 5, *High Risk Students, Intermediate Grades, Reading Achievement, Reading Habits, *Reading Improvement, *Reading Instruction, Reading Research, Self Concept, Silent Reading, *Sustained Silent Reading

Identifiers—Coopersmith Self Esteem Inventory

A study investigated whether 19 at-risk fifth-grade students would benefit from using Sustained Silent Reading. Ten students were exposed to 15 minutes of Sustained Silent Reading at least four times a week over the course of a school year, while nine students were not. All students were administered a pre- and post-self-concept inventory and a comprehension test. Results showed no significant difference between the mean reading achievements of the two samples of at-risk students, but indicated a significant difference in self concept in favor of the experimental group. (Five tables of data are included, an overview of research related to this topic, and 24 references are attached.) (Author/SR)

ED 312 632 CS 009 844

Obouch-Kent, Karen

Reading and Language Development at the Prenatal and Infancy Stage of Life.

Pub Date—Dec 89

Note—32p.; M.A. Thesis, Kean College.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Infants, *Language Acquisition, Mother Attitudes, *Mothers, Parent Child Relationship, Pregnancy, Questionnaires, *Reading Aloud to Others, Story Reading, Surveys

A study investigated what pregnant women and mothers of infants do to develop language and promote a love of reading in their children during the early stages of life. Two surveys were used, the first completed by 15 pregnant women, and the second completed by 15 women with infant children. Results indicated that: (1) the majority of pregnant women in the study talked to their unborn child but did not read to the unborn child; and (2) the majority of mothers with infant children talked as well as read to their child everyday. (Two tables of data are included, a review of related literature on this subject, and 35 references are attached.) (Author/SR)

ED 312 633 CS 009 845

Sanacore, Joseph

The Importance of Reading Leadership: An Annotated Bibliography.

Pub Date—[89]

Note—12p.

Pub Type—Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Secondary Education, Higher Education, Institutional Role, *Instructional Leadership, *Reading, *Reading Instruction, Reading Programs

After an explanatory discussion of reading leadership, this paper presents a 14-item bibliography reflecting current thinking in the reading field, supportive of administrators, supervisors, teachers, and others concerned with reading leadership. The bibliography includes selections from 1981 to 1989. (SR)

ED 312 634 CS 009 846

Gillespie, Cindy

Incorporating the Newspaper into Basic Lessons.

Pub Date—12 Nov 89

Note—9p; Paper presented at the Indiana University Fall Language Arts Festival (Bloomington, IN, November 12, 1989).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides — Classroom — Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Reading, Elementary Education, "Instructional Materials, Media Adaptation, *Newspapers, Reading Improvement, Reading Instruction, *Reading Materials, *Reading Material Selection, Reading Processes, Reading Skills, Reading Teachers

A great deal can be taught using the newspaper because this medium contains a variety of information in a number of differing formats. Straight news and sports stories can be used to teach or reinforce the skills of attending to detail, comparing and contrasting, categorizing, determining the main idea, understanding vocabulary, sequencing, establishing a purpose for reading, cause and effect, drawing conclusions/predicting outcomes, critical reading, and dictionary skills. The editorials are well suited to teach and reinforce the skill of distinguishing between fact and opinion. Skills which can be taught or reinforced through the use of the editorial cartoons include: making inferences, drawing conclusions, understanding symbols, summarizing, and critical thinking. The classified ads, comics, and the index can also be used to teach and reinforce basic reading skills. The ability to read and interpret the visual displays presented in newspapers is important if students are to become independent learners and thinkers. The key to using the newspaper to enhance instruction lies in teachers' abilities to be creative and in their abilities to see a match between the objective to be taught and the type of article which best fits the intended objective. (MG)

ED 312 635

CS 009 847

Walton, Craig

Critical Thinking and the Art of Judgment.

Pub Date—[89]

Note—14p.

Pub Type—Opinion Papers (120) — Guides — Classroom — Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Content Area Reading, Context Clues, *Critical Reading, *Critical Thinking, Higher Education, *Inferences, *Models, *Reading Comprehension, Skill Development Identifiers—Critical Analysis

"Six Steps of Argument Analysis" is a model for a critical thinking class which illustrates where and how the teacher can break off from the well-ordered sequence of critical thinking skills in order to provide occasions for each student to realize where he or she is making a judgment. Through use of this model the teacher can encourage the student to make judgments, to use these initial judgment makings as materials for discussion about an individual's art of judgment, and to differentiate a well-made judgment from a poorly made one. The six steps include: clarifying the meaning; bracketing and numbering relevant sentences or phrases; diagramming the argument; evaluating the evidence in the argument; evaluating the inferences; and assessing the overall soundness of the argument. These six skills necessarily require textbook reading, some homework and class discussion, some of which is necessarily didactic, in a sequence whose steps are to be justified, whereby the student may practice skills and acquire proficiency. (KEH)

ED 312 636

CS 211 994

McWilliams, Alvi

Citizen Hersant: The Rise to Power of a Contemporary French Press Lord.

Pub Date—Aug 89

Note—32p; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). Illustrations may not reproduce clearly.

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Biographies, Foreign Countries, Journalism History, Nazism, *Newspapers, *Politics

Identifiers—*France, French Resistance, *Hersant (Robert), Newspaper Ownership, World War II When the centrist government of Prime Minister

Jacques Chirac chose 69-year-old Robert Hersant to buy the newspaper "France-Soir" (famous for its ties to the resistance to the Nazis) in 1976, journalists at many newspapers on the left fought the political move by reminding both the public and the government of Hersant's collaboration during the German occupation of France and of the unfulfilled liberation press law. Hersant considers his collaboration to be a passage of youth. Hersant's political and publishing successes and the fact that the collaboration charge was 30 years old muted the issue for the reading public. Newspapers were struggling in 1976—they were losing readers in increasing numbers and had little money to invest in new print technology. Hersant represented a past they could not condone and a future (reducing personnel, investing in modern centralized printing facilities, and organizing central editorial bureaus) that concerned them. Hersant's purchase of two Paris newspapers in 1976 marked a turning point. Hersant, at one time stripped of his right to vote because he collaborated with the Nazis, had by 1976 become an important member of France's conservative political forces and one of its most influential citizens. (Thirty-six notes are included and three illustrations are attached.) (RS)

ED 312 637

CS 211 997

Eribo, Festus And Others

The Changing Media in the USSR: New Evidence from a Recent Survey.

Pub Date—26 Jun 89

Note—25p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audience Response, Diffusion (Communication), Foreign Countries, *Freedom of Speech, Higher Education, *Information Sources, *Mass Media Use, *Newspapers, News Reporting, Surveys

Identifiers—Glasnost, Leningrad University (USSR), Media Coverage, *USSR

A study examined the changes taking place in the Soviet press and readers' attitude to the media in the age of glasnost. A survey, prepared in English and translated into Russian, was conducted among 96 fourth and final year journalism students at the Leningrad State University, U.S.S.R. to obtain information concerning demographics, readership frequency and sources, and readership of foreign news. Five centrally circulated national newspapers were used ("Pravda," "Izvestia," "Trud," "Selskaya Zhizn," and "Komsomolskaya Pravda"); respondents were requested to report the countries they read about and the countries about which they would like to have more information. Findings revealed that readers appreciated the changes in newspaper content and coverage as a result of the new press freedoms, that they would like to read more about Western countries, and that the circulation of "Pravda" was on the decline in the wake of a rising electronic media as the primary source in the U.S.S.R. (Six tables of data are included; 39 references are attached.) (KEH)

ED 312 638

CS 212 031

Gardner, Mary A.

The Media of Guatemala Revisited.

Pub Date—Aug 89

Note—43p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Developing Nations, Foreign Countries, *Journalism, *Journalism History, *Mass Media Role, *News Media, Press Opinion Identifiers—*Guatemala, Journalists, Media Government Relationship

Providing insight into the problems encountered by the media in developing countries, this paper addresses the history and evolution of the press in Guatemala, focusing in particular on conditions faced by journalists today under the democratically elected civilian government of the Christian Democratic party after some 20 years of military rule. The paper is based on 41 interviews with journalists in Guatemala from August 20 to September 16, 1988, and on a daily reading of the newspapers during that period as well as publications of the Guate-

malan Journalists Association. The paper is in eight sections, as follows: (1) The Setting; (2) The Closure of Newspapers; (3) The Politicization of The Newspapers; (4) Newspaper Coverage and Staffing; (5) Radio and Television Journalism; (6) "Fafa" (a practice of accepting cash from sources for writing, distorting, or seeing that a news story or column is published or not published); (7) Legal Ramifications: The Carrera Case; and (8) Discussion and Conclusions. One hundred twenty-three endnotes are included. (SR)

ED 312 639

CS 212 081

Smith, Carol Dyer, Carolyn Stewart

Taking Stock, Placing Orders: A Historiographic Essay on the Business History of the Newspaper.

Pub Date—Aug 89

Note—63p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business, Economics, *Historiography, *Journalism History, Literature Reviews, *Newspapers

Identifiers—*Business History, Journalism Research

This historiographic essay discusses and seeks to begin to address the need for a business history of the newspaper. The paper's first section clarifies the terms "business history," "economic history," "political history," and "history of economics," (which the paper suggests have been used interchangeably in the past despite the fact that they are not synonymous). This section extrapolates from the principal discipline of business history to construct a framework for the issues the business history of the newspaper would address. The paper's second section (through a partial review of the literature which concentrates on the scattered journal articles that historians frequently seem to overlook) reveals that while a substantial amount of work does need to be done in the business history of the newspaper, a body of knowledge on a broad range of the important issues exists and awaits historians' attention, criticism, and additions. One hundred eighty-eight notes are included. An appendix contains a six-page bibliography of the research published in scholarly journals. (SR)

ED 312 640

CS 212 087

Millard, Kristine Snow

The Search for a Standard for Evaluating Alleged Infringements of Public High School Student Expression.

Pub Date—Aug 89

Note—44p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, *Censorship, *Freedom of Speech, High Schools, *Journalism, *Student Publications, *Student Rights, Student School Relationship

Identifiers—First Amendment, *Hazelwood v Kuhlmeier, Supreme Court, *Tinker v Des Moines Independent School District

This paper reviews the standards by which alleged infringements by administrators of free expression in public high school newspapers may be judged. Part one of the paper provides a background for the discussion, describing the role the First Amendment has played in public high schools and standards for evaluating alleged infringements of student expression. Part two discusses the specific First Amendment challenges students have brought as a result of restrictions on their speech. Part three explains the use of the public forum doctrine and the "Tinker" standard to analyze such allegations. Part four sets forth the "Hazelwood" decision, explaining and analyzing first the Supreme Court's determination that the newspaper was not a public forum, and second, the court's holding that distinguished "Tinker" and rejected its application to the "Hazelwood" facts, and third, examining the standard set forth by the court. Finally, part five predicts the potential impact of the "Hazelwood" decision upon both public high school-sponsored and underground student newspapers. Two hundred ten notes are included. (SR)

ED 312 641

Schulman, Norma

A Narrative Theory Approach to Understanding News and Journalistic Form.

Pub Date—Aug 89

Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication (Thought Transfer), Information Sources, Mass Media Role, *New Journalism, News Reporting, *News Writing, *Reader Response, Reader Text Relationship, Writing for Publication

Identifiers—Communication Satisfaction, Communication Styles, Journalism Research, *Narrative Text, *Narrative Theory

More than 100 decontextualized, formalistic paradigms of the narrative process are in existence, but little work has been done to apply the insights narrative theory yields to news and journalistic form. Given the journalistic assumption that facts can be presented neutrally, news professionals tend to maintain that narratives do not exist outside of "soft" feature writing. Journalistic narrative is an attempt to bring into line an essentially phenomenological diversity of meaningful perceptions. News narratives can be seen to operate through a system of intertextual displacements, sometimes through omission or default. Deconstruction as well as reader-response theory can help tease out the tensions and contradictions ideological narratives work to suppress. They can do this by citing the multiple meanings simultaneously operative in language and by demonstrating empirically the range of responses that result at the receiving end of the reading process. Reader-response theory maintains news conventions are not inviolable, but interact with the perceptual orientations of readers who may quite radically reconceptualize them in their own individual images. In the era of the professional communicator, narrative theory forces the acknowledgement that a structuring hand and a shaping sensibility lurk beneath the surface of what may seem to be merely a transparent account of the facts of the day. (Fifty-three references are attached.) (MG)

ED 312 642

Cassara, Catherine

Presidential Initiatives and Foreign News Coverage: The Carter Human Rights Policy's Effect on U.S. Coverage of Central and South America.

Pub Date—Aug 89

Note—31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Civil Liberties, Content Analysis, Foreign Countries, *Foreign Policy, Mass Media Role, *News Reporting, Presidents of the United States

Identifiers—*Carter (Jimmy), Carter Administration, Central America, Journalism Research, *Media Coverage, South America

A study was conducted to determine what, if any, effect President Jimmy Carter's human rights policy had on American newspaper coverage of Central and South America. The "New York Times," "Washington Post," "Christian Science Monitor," and "Los Angeles Times" during the years of 1975, 1977, 1978, and 1982 (when the policy had been replaced by the Reagan Administration) were used for the study. Each story was coded and then subjected to content analysis. Coverage was divided into four categories: human rights topics that mentioned human rights; human rights topics that did not mention human rights; not primarily about human rights but did mention human rights; and not human rights topics and did not mention human rights. Results indicated that a connection did exist between the Carter human rights policy and coverage of Central and South America. Human rights and overall coverage increases, both by volume and number, support the thesis that the presidential initiative, implemented in the first year of the Carter presidency, had a significant impact on coverage of the region. (Ten tables of data, three figures and 29 notes are included; 32 references are attached.) (MG)

CS 212 091

ED 312 643

Teplitsky, Alan

Life, Literature, and Character: Some Cornerstone Principles.

Pub Date—Mar 87

Note—86p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (6th, Louisville, KY, March 26-28, 1987).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Characterization, English Curriculum, English Instruction, *Ethical Instruction, Ethics, *Literature, *Moral Development, *Moral Values, Secondary Education, *Student Development, Student Needs, *Teacher Role

There is a widely felt need to do something in education about the moral wasteland of contemporary American society. It is appropriate for English teachers to posit some usable dimensions of moral education. Seven cornerstone principles appear to be universally involved both in the lives of literary characters and in the kind of heart-deep character development which educators try to nurture in students through the English curriculum. The seven principles are: design, authority, conscience, love, power, destiny, and wisdom. The principles suggest a possible thematic scope and sequence for a complete literature curriculum, both within and between grade levels. Within each grade level the central theme could be examined in the light of each of the other principles. Presented in this way, the cornerstone principles would generate a kind of spiral curriculum of morally educative units, each year adding to the students' understanding of important social and ethical values. Year after year, they can be engaged in a vital and personal experiencing of literature, be asked questions that require them to come to grips with some universal principles of character, and be motivated toward an active involvement in solving personal and community problems. A series of exercises revolving around Shakespeare's "Hamlet" illustrate how the cornerstone principles can be applied. Educators must recognize that character development is a lifelong process, and that there are more key factors outside the classroom than in it. (One figure is included; two extensive appendixes containing a character development ladder and a detailed examination of the cornerstone principles, and 82 endnotes are attached.) (MG)

ED 312 644

Franklin, Sharon, Ed.

Making the Literature, Writing, Word Processing Connection: The Best of the Writing Notebook. 2nd Edition.

Pub Date—88

Note—199p.

Available from—Creative Word Processing, P.O. Box 1268, Eugene, OR 97440-1268 (\$21.00 single copy plus 7% shipping; 11-25 copies, \$19.00 each plus 7% shipping; 26-99 copies \$16.00 plus 7% shipping).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Software, *Cooperative Learning, Elementary Secondary Education, Higher Education, Keyboarding (Data Entry), Language Arts, Learning Activities, Poetry, Staff Development, Student Publications, Teacher Developed Materials, *Word Processing, *Writing Across the Curriculum, Writing for Publication, *Writing Instruction, Writing Laboratories, Writing Skills

Identifiers—Literature Based Instruction, *Process Approach (Writing)

Based on the conviction that word processing can be used to support the key elements in process writing, writing across the curriculum, cooperative learning, and literature-based instruction, this collection of 90 short articles offers a diversity of ideas to help build an enriched student-, language-, and world-centered curriculum. The book is intended to help teachers develop student, class, and community oriented activities that will teach the skills of literacy and citizenship. The book is divided into 13 chapters, as follows: (1) Editorials; (2) Writing and Word Processing; (3) Keyboarding; (4) Writing Using Specific Software; (5) Cooperative Learning; (6) Writing as a Process; (7) Staff Development; (8) Publishing Student Writing; (9) Writing across the

CS 212 101

Curriculum; (10) Timely Writing Ideas; (11) Poetry; (12) Curriculum/Study Units; and (13) Computer as Pen Pal. (SR)

ED 312 645

Bierschenk, Inger

Language as Carrier of Consciousness. Cognitive Science Research No. 30.

Lund Univ. (Sweden). Cognitive Science Research. Pub Date—89

Note—23p.; Paper presented at the Annual European Congress of Psychology (1st, Amsterdam, Holland, July 2-7, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Influences, Foreign Countries, Language Research, *Language Role, *Language Usage, Metaphors, Models, *Syntax

Identifiers—*Perspective Text Analysis, Sweden, *Text Factors

This paper proposes to give an evolutionary background to a method developed for the analysis of language seen as expression of intention and morality—the method is named "Perspective Text Analysis." The paper argues that this name indicates that beyond the physical dimension of a text there is a metaphysical one, which can be discovered by a formal mechanism, the cue component of which is the Agent, which controls the perspective of the text. According to the paper, the Agent has developed as a consequence of the shift from object (culture) as governor to mentality as governor of human action. The paper argues that controlling the Agent in a text analysis is the only possible way of controlling consciousness. The main point put forward in the paper is that consciousness is bound to syntax, and thus it follows that lexically carried linguistic information cannot be used for intentionally based text analyses. Ten figures are included. (Author/SR)

ED 312 646

Caramelli, Nicoletta

A Statement on Metaphoric Sentences. Cognitive Science Research No. 29.

Lund Univ. (Sweden). Cognitive Science Research. Pub Date—89

Note—18p.; Paper presented at the Annual European Congress of Psychology (1st, Amsterdam, Holland, July 2-7, 1989).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Language Processing, *Language Research, Language Usage, *Metaphors, *Psycholinguistics

Identifiers—Meaning Conditions

Recent psycholinguistic literature has developed differing interpretations of metaphoric sentences' comprehension. The inadequacies of the psycholinguistic theories of language processing which rest on the assumption according to which language is the expression of a relatively autonomous cognitive activity are highlighted in the interpretation of metaphors as anomalous sentences. The rejection of the thesis of the anomalous character of metaphors because of the acknowledgement of the role of the semantic component of words, of the extra-linguistic context in which metaphors are produced, and more generally of the pragmatic factors influencing comprehension, invited the new view according to which metaphors are to be conceived as conveying some cognitive reorganization. The ecological approach to cognitive activity stressing the role played by the "events" in modeling comprehension can be regarded as the best theoretical frame according to which it is possible to establish a link between language and perception and redefine the whole problem of language use. (Twenty-five references are attached.) (Author/RS)

ED 312 647

Travinska, John

Official English/English Only: More Than Meets the Eye.

National Education Association, Washington, D.C. Committee on Civil and Human Rights of Educators.

Pub Date—Apr 88

Note—29p.

Available from—National Education Association, Human and Civil Rights (attention: Wil Luna), 1201 Sixteenth St., N.W., Washington, DC 20036 (free).

CS 212 122

CS 212 123

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—Asian Americans, Bilingual Education, *English, English (Second Language), Language Role, Mexican Americans, *Official Languages, *Political Issues

Identifiers—*English Only Movement

In response to the movement to declare English the official language of the United States (by state legislation/ballot initiative or federal constitutional amendment), this pamphlet addresses commonly raised issues in the debate over language legislation in the United States. The paper urges the reader to reject the Official English/English Only movement and to support English Plus (a program to expand opportunities for limited English proficient individuals to learn English). The pamphlet's sections are as follows: (1) Foreword; (2) Questions and Answers; (3) A Historical Perspective on Language Restrictionism; (4) The English Language Amendment: Its Provisions and Their Meaning; (5) Say No to Official English/English Only; (6) Resources; and (7) Bibliography. (SR)

ED 312 648 CS 212 125

Hampton, Sally

A Further Word: The Teaching of Writing, Grades K-5.

Pub Date—[89]

Note—65p; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Orlando, FL, March 11-13, 1989). A Product of the Keystone Writing Project.

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Instructional Materials, Intermediate Grades, Primary Education, Spelling, Student Writing Models, Writing Evaluation, Writing Exercises, *Writing Instruction, *Writing Processes, Writing Skills

Identifiers—*Writing Folders, Writing Workshops

This teachers' guide responds to some of the more frequently asked questions about teaching and evaluating from Kindergarten through Grade 5. The document is a synthesis of the current research on writing and applies this information to the teaching of writing in the classroom. It is comprehensive in nature and addresses such subjects as student-centered writing workshops, student-generated topics, goals for writers, important elements in the teaching of composition, discourse features, the role of revision, rationale for and types of writing folders, self-assessment, documentation of student writing and of instruction, and inventive spelling. Materials include samples of student writing and teacher comments, check sheets on whole class writing goals and student writing goals, plan books and grade books, illustrations of classroom spelling resources, and daily classroom schedules for writing and reading projects. The addendum includes a prescription for a successful program, a detailed report of one child's progress (Melissa), a sample letter (with a Spanish translation) to parents concerning inventive spelling and cumulative writing folders, a guide for parents on how to review their child's writing folder, and a rationale for parents on the length and complexity of their child's writing samples. (KEH)

ED 312 649 CS 212 126

Grade 12 Diploma Examination, English 33. Part

A: Written Response. June 1989 Edition.

Alberta Dept. of Education, Edmonton.

Pub Date—Jun 89

Note—31p; For January 1989 edition, see CS 211 767.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, *Grade 12, Graduation Requirements, High Schools, *Literature Appreciation, Multiple Choice Tests, Pictorial Stimuli, *Reading Comprehension, *Reading Skills, Student Evaluation, Test Items, Writing Evaluation, *Writing Skills

Identifiers—Alberta, *English Examinations

Intended for students taking the English 33 Grade 12 Diploma Examinations in Alberta, Canada, this writing test booklet contains the composition component of the June 1989 tests. During 2.5 hours, students are required to perform the following writing tasks: (1) a personal response to an excerpt from Frank B. Gilbreth Jr. and Ernestine Gilbreth Carey's "Cheaper by the Dozen"; (2) functional writing

requiring a written response to a given situation; (3) a response to visual communication requiring students to write about the details in a photograph and their personal reactions to it. The booklet also contains space for planning and drafting the compositions, as well as for writing the revised work. (KEH)

ED 312 650 CS 212 129

Grade 12 Diploma Examination, English 36. Part

A: Written Response. June 1989 Edition.

Alberta Dept. of Education, Edmonton.

Pub Date—Jun 89

Note—37p; For January 1989 edition, see CS 211 764.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, *Grade 12, Graduation Requirements, High Schools, *Literature Appreciation, Multiple Choice Tests, Reader Response, *Reading Comprehension, *Reading Skills, Student Evaluation, Test Items, Writing Evaluation, *Writing Skills

Identifiers—Alberta, *English Examinations

Intended for students taking English 30 Grade Diploma Examinations in Alberta, Canada, this writing test booklet contains the composition component of the June 1989 tests. During 2.5 hours, students are required to complete a minor writing assignment in which they give a personal response to William Butler Yeats' "The Fascination of What's Difficult" and a major writing assignment in which they describe how the authors they studied in senior high school English classes illustrate ideas through such elements as character development, setting, contrast, conflict, imagery, irony, symbolism, etc. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (KEH)

ED 312 651 CS 212 130

Grade 12 Diploma Examination, English 30. Part

B: Reading (Multiple Choice). Readings Booklet. June 1989 Edition.

Alberta Dept. of Education, Edmonton.

Pub Date—Jun 89

Note—24p; For January 1989 edition, see CS 211 765.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, *Grade 12, Graduation Requirements, High Schools, *Literature Appreciation, Multiple Choice Tests, *Reading Comprehension, *Reading Skills, Student Evaluation, Test Items, Writing Evaluation, *Writing Skills

Identifiers—Alberta, *English Examinations

Intended for students taking the Grade 12 Examination in English 30 in Alberta, Canada, this reading test (to be administered along with a questions booklet) includes the following eight short selections taken from fiction, nonfiction, poetry, and drama: "Loyalties" (Roo Borson); "Clever Animals" (Lewis Thomas); "Death of the Nation" (Ernst Havemann); an excerpt from "King Henry the Fifth" (William Shakespeare); an excerpt from "The Corn is Green" (Emlyn Williams); "Eleven" (Archibald MacLeish); an adaptation of Bruno Bettelheim: "Three Ideas to Try in Madison, Minnesota" (Carol Bly); and "Ithaca" (C. P. Cavafy). (KEH)

ED 312 652 CS 212 131

Grade 12 Diploma Examination, English 30. Part

B: Reading (Multiple Choice). Questions Booklet. June 1989 Edition.

Alberta Dept. of Education, Edmonton.

Pub Date—Jun 89

Note—22p; For January 1989 edition, see CS 211 766.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Educational Assessment, English Instruction, Foreign Countries, *Grade 12, Graduation Requirements, High Schools, *Literature Appreciation, Multiple Choice Tests, Test Items, Writing Evaluation, *Writing Skills

Identifiers—Alberta, *English Examinations

Intended for students taking the Grade 12 Diploma Examinations in English 30 in Alberta, Canada, this questions booklet contains 80 multiple choice test items based on the nine selections in an accompanying readings booklet. The questions examine the students' skills in: (1) understanding

meanings; (2) recalling materials read; (3) understanding and interpreting the relationships between form and content; and (4) understanding and interpreting human experience and values as expressed through literature. (KEH)

ED 312 653 CS 212 132

Publications 1 & 2 (Yearbook) Curriculum Guide.

Bulletin 1816.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date—87

Note—124p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Class Activities, *High Schools, *Journalism Education, Learning Activities, *School Publications, State Curriculum Guides, *Student Publications, Writing for Publication, *Yearbooks

Identifiers—*Louisiana

This guide for teachers is intended to establish a standard curriculum for teaching yearbook production in Louisiana high schools through two courses (Publications 1 and Publications 2) structured as academically oriented electives. Following a foreword, acknowledgements, philosophy, introduction, and course descriptions, the sections are as follows: (1) Publications 1 & 2 Goals and Objectives; (2) Theme; (3) Content/Coverage; (4) Legal Responsibilities; (5) Copy; (6) Design; (7) Typography; (8) Graphics; (9) Photography; (10) Finance; (11) Staff Organization; (12) Glossary; (13) a five-page bibliography; and (14) Appendix (with extensive listings containing information, forms, and charts). (SR)

ED 312 654 CS 212 133

Crafton, Lisa Plummer

A Marriage of Heaven and Hell: A Successful

Integration of Grammar and Writing.

Pub Date—Apr 89

Note—15p; Paper presented at the National Council of Teachers of English Annual Spring Conference (8th, Charleston, SC, April 6-8, 1989).

Pub Type—Speeches/Meeting Papers (150) —

Guides - Classroom - Teacher (052) — Reports -

Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English Instruction, *Freshman Composition, *Grammar, Higher Education, *Teaching Methods, Traditional Grammar, *Writing Exercises, Writing Processes, Writing Skills

Identifiers—*Composition Theory, Educational Issues, English Teachers

A process-oriented freshman composition instructor who stresses invention, drafting, and revision can simultaneously integrate a form of grammatical instruction. Various methods and strategies, both from experience and research on grammar from the classical to the contemporary era, suggest such a creative integration. First, the teaching of grammatical structures should proceed with a minimum of terminology in order to minimize student confusion. Second, dictation is a good way to integrate production with proofreading. The instructor dictates a passage laden with troublesome forms, either having students write exactly what they hear and then correct it or having students consciously think and proofread as they write. Third, numerous creatively designed and grammatically oriented follow-ups to writing assignments also work well to bring production and editing together. A fourth strategy includes imitation, in which students match sentence types with their own original sentences. This encourages students to generate structure as well as an appropriate context. Finally, allowing students to discover their own grammatical problems and solutions is a valuable integration of grammar and writing. (KEH)

ED 312 655 CS 212 147

Boyd, Peggy A.

Journal Writing: An Exploration of Topic Selection and Spelling Development in a Kindergarten

Class.

Pub Date—88

Note—31p; M.A. Thesis, University of Alabama, Birmingham. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 6-10, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Dissertations/Theses -

Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Journal Writing, *Kindergarten, Pri-

mary Education, *Spelling, Writing Exercises, Writing Research
Identifiers—Children Writing, *Spelling Growth, *Topic Selection

A study examined topic selection and spelling development in kindergarten students' journal writing. Subjects, 19 kindergarten students enrolled in a middle-class school, were informally interviewed about their writing. The students' writing topics were categorized and their spelling analyzed. Results indicated that the children were able to select their own topics for writing and that, without corrections from the teacher, the children moved toward the conventional spelling of words by experimenting as they wrote. (Three tables of data and 9 figures are included; 20 references and a developmental spelling test are attached.) (RS)

ED 312 656 CS 212 148

Chan, Diana R.
A Collegial Approach to the Redesigning of a Writing Program for Grades K-5.
Pub Date—89

Note—150p.; Ed.D. Practicum, Nova University.
Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Basic Reading, Content Area Writing, Elementary Education, *Elementary School Teachers, *Holistic Evaluation, Motivation Techniques, Practicums, Program Evaluation, Teacher Participation, Teaching Methods, Writing Instruction, *Writing Processes, Writing Skills
Identifiers—Writing Development

This practicum addressed the expressed need to help teachers become familiar with the writing process and to provide the staff with ways to incorporate more writing (composition) into their elementary (K-5) classrooms. The objectives included educating the teachers in the writing process so they could feel more comfortable in teaching the new writing techniques and developing a writing program appropriate for elementary students that would focus on the enjoyment and continual improvement of writing skills. A series of inservice training sessions on holistic scoring as well as utilization of the "buddy" system and the basal reader for the teaching of reading were implemented. Also, a writing team developed monthly writing hints and helped to collect writing samples. Of the 13 teachers who participated in the writing program, 13 are now aware of the writing process; 11 can successfully use the buddy system in writing; and 12 can successfully use the basal reader to teach writing. Of the 1,404 writing samples collected, 718 students scored outstanding or satisfactory. Of the 51 students participating in a county writing assessment, 36 received a satisfactory grade. (Nine tables of data are included; 38 references and 21 appendices containing scores, pre- and post-participation survey, holistic scoring instrument, writing samples, and inservice training agendas are attached.) (KEH)

ED 312 657 CS 212 149

Marshall, James D.
Patterns of Discourse in Classroom Discussions of Literature.
Center for the Learning and Teaching of Literature, Albany, NY.

Spons Agency—National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 89
Grant—G008720278
Note—53p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Communication, Classroom Research, *Discourse Analysis, *Discussion (Teaching Technique), High Schools, Literature Appreciation, *Teacher Behavior, *Teacher Role, *Teacher Student Relationship, Teaching Models
Identifiers—*Literature Instruction, Teacher Researchers

A study explored the general patterns of discourse during discussions of literature in secondary classrooms, and investigated teachers' and students' perceptions of the purposes that guide those discussions. Six teacher-researchers each studied one teacher as that teacher taught an instructional unit on a literary text, videotaping class sessions, and interviewing the teacher and several students per class. Interviews were analyzed, and videotaped discussions were coded to distinguish three levels of organization (classroom episode, speaker turn, and

communication unit) and to analyze each communication unit for linguistic function, knowledge base, and kind of reasoning. Results indicated that teachers typically saw discussions as serving at least two major purposes—lively interaction, and deep analysis of text—and they saw themselves playing at least two roles which reflected those purposes—facilitators and guides. Analyses of classroom talk suggested that: (1) in terms of quantity, teachers dominated most of the large-group discussions observed, with the floor returned to the teacher after each student's contribution, and with teachers' turns two to five times longer than students' turns; (2) teachers mostly used their turns to inform, question, and respond to students' contributions; (3) students' informative remarks were largely reflective of the kinds of questions teachers asked, and dominated by the description and interpretation of textual information; and (4) teachers used their responses to students' contributions to weave the discussion into a coherent and sustained examination of general topics, controlling the direction, pace, and organization of discussion. (Sixteen tables of data are included, and 19 references are attached.) (SR)

ED 312 658 CS 212 150

Busching, Beverly A. And Others
The Influence of Text Characteristics on Elementary Students' Use of Criteria To Evaluate Writing.

Pub Date—Apr 89
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Structures, Comparative Analysis, Grade 5, Intermediate Grades, Middle Schools, Reading Processes, Student Attitudes, *Writing Evaluation, *Writing Processes, Writing Research
Identifiers—*Text Factors, Writing Strategies

To understand more fully how students' usable knowledge about writing is activated by texts, a study examined how the manipulation of specific text characteristics in the constructed texts influences the verbalization of evaluative criteria. Twenty-seven fifth grade students from a predominantly rural middle school in the southeastern United States were asked to rank and justify their ranking of four researcher-constructed stories in individual interviews. Five features desirable in written compositions (information, precise language, style, clarity, and story structure) had been incorporated into the stories to differentiate them on the dimension of Craft. Students were able to discriminate High Craft from Low Craft stories, with no significant differences by sex or race. Student justifications for rankings went beyond global text preferences. The justifications were sensitive to text features: the High Craft stories elicited more craft-based comments than Low Craft stories, and each story elicited a different pattern of specific text features. Additionally, differences were evident between high and low achievers concerning the complex nature of the relationship between text characteristics and student response. (Four tables of data are included; 35 references and four appendices containing the constructed stories, student comments about each story, and categories of student evaluative responses are attached.) (KEH)

ED 312 659 CS 212 152

Ney, James W.
Teacher-Student Cooperative Learning in the Freshman Writing Course.

Pub Date—89
Note—32p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Research, *Freshman Composition, *Grading, Higher Education, *Peer Evaluation, School Surveys, *Student Attitudes, Student Participation, Teacher Effectiveness, Teacher Role, Teacher Student Relationship, Teaching Methods, *Teaching Models
Identifiers—*Collaborative Learning, English Teachers, Student Centered Assessment, Student Cooperation

This study examined the effectiveness of a cooperative learning model for the teaching of Freshman English at the college level. The model involved student presentations based on assigned readings from the texts, nine compositions and daily quizzes

on the reading material, and peer grading of the daily quizzes as well as mid-term and final exams, which included spot checking by the instructor for accuracy of grading. Weekly attitudinal surveys revealed a positive perception of students on the whole toward the conduct of the class. Results further indicated that the disciplined structure of the model produced in the students better mastery of the subject matter and led to better classroom attendance. (Nine tables of data are included; 32 references and one appendix containing the attitudinal survey are attached.) (KEH)

ED 312 660 CS 212 153

Pinelli, Thomas E. And Others
Technical Communications in Aeronautics: Results of an Exploratory Study. An Analysis of Managers' and Nonmanagers' Responses. NASA Technical Memorandum 101625.

National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.
Pub Date—Aug 89

Note—59p.; For a related study, see CS 212 154; for the original study, see ED 309 410.

Available from—National Technical Information Service, Springfield, VA 22161-2171 (\$17.00).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Characteristics, Analysis of Variance, Communication Research, *Engineers, Information Centers, Information Dissemination, Occupational Surveys, Professional Development, *Scientific and Technical Information, *Scientists, Technical Writing
Identifiers—*Aeronautics, National Aeronautics and Space Administration, *Technical Communication

Data collected from an exploratory study concerned with the technical communications practices of aerospace engineers and scientists were analyzed to test the primary assumption that aerospace managers and nonmanagers have different technical communications practices. Five secondary assumptions were established for the analysis: (1) that the importance of communicating technical information effectively is equally significant to aerospace managers and nonmanagers; (2) that the use and production of technical information and technical information products are different for managers and nonmanagers; (3) that the content for an undergraduate course in technical communications should be viewed differently by both groups; (4) that the use of libraries, technical information centers, and on-line (electronic) databases differs for managers and nonmanagers; and (5) that the use and importance of computer and information technology differs for aerospace managers and nonmanagers. Results indicated that aerospace managers and nonmanagers were found to have different technical communications practices for second, fourth, and fifth of the five assumptions tested. However, the evidence was neither conclusive nor compelling that the presumption of "difference" in "practices" could be attributed to the duties performed by aerospace managers and nonmanagers. (Twenty-seven tables of data are included, and an appendix containing the survey instrument is attached.) (KEH)

ED 312 661 CS 212 154

Pinelli, Thomas E. And Others
Technical Communications in Aeronautics: Results of an Exploratory Study. An Analysis of Profit Managers' and Nonprofit Managers' Responses. NASA Technical Memorandum 101626.

National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.
Pub Date—Oct 89

Note—72p.; For a related study, see CS 212 153; for the original study, see ED 309 410.

Available from—National Technical Information Service, Springfield, VA 22161-2171 (\$17.00).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, Analysis of Variance, Communication Research, *Engineers, Information Centers, Information Dissemination, Occupational Surveys, Professional Development, *Scientific and Technical Information, *Scientists, Technical Writing
Identifiers—*Aeronautics, National Aeronautics and Space Administration, *Technical Communication

Data collected from an exploratory study concerned with the technical communications practices

of aerospace engineers and scientists were analyzed to test the primary assumption that profit and non-profit managers in the aerospace community have different technical communications practices. Profit and non-profit managers were compared in five secondary assumptions concerning: (1) the importance of communicating technical information effectively; (2) the use and production of technical information and technical information products; (3) the content for an undergraduate course in technical communications; (4) the use of libraries, technical information centers and on-line databases; and (5) the use and importance of computer and information technology. Results revealed that profit and non-profit managers in the aerospace community have different technical communications practices for the second of the five assumptions tested. (Twenty-seven tables of data are included; 14 references and one appendix containing the survey instrument are attached.) (KEH)

ED 312 662 CS 212 155
Student Writing Groups: Demonstrating the Process.

Pub Date—88
 Note—28p.
 Available from—Wordshop Productions, Inc., 3832 North Seventh St., Tacoma, WA 98406 (video and booklet, \$185.00; 1-10 booklets, \$2.75 each; 11-25 booklets, \$2.25 each; 26-50 booklets, \$1.75 each).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—Higher Education, Models, *Peer Groups, Secondary Education, Student Participation, Teacher Role, Teaching Methods, *Writing Instruction, Writing Processes
 Identifiers—*Collaborative Writing, *Writing Groups

A demonstration of a classroom writing group in action, this 35-minute interactive video and instructional booklet focus on writing as a shared act of communication. The videotape models structure and process rather than any particular kind of writing, and the group process can be adapted to a variety of writing tasks and requirements. The accompanying 26-page booklet contains an introduction to the process, a teacher's guide, instructions for students, a bibliography of other resources, and a copy of the paper used in the demonstration. The video, a 1989 "Media and Methods" award winner, was selected as an outstanding resource for teacher training and classroom use. (NKA)

ED 312 663 CS 212 156
Johnston, Christine Stanley, Christine, Ed.
The Personal Literacy Jackdaw: "Something To Crow About."

New Jersey State Dept. of Education, Trenton.
 Pub Date—86

Note—30p.; Project funded with a grant from the New Jersey Governor's Teacher Grant Program.

Pub Type—Guides - Classroom - Teacher (052)
 EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, *English Instruction, Grade 10, Grade 11, High Schools, Instructional Innovation, Instructional Materials, Language Arts, *Personal Narratives, *Teacher Developed Materials, *United States Literature
 Identifiers—*Literature Instruction, New Jersey, Seventeenth Century

Designed to engage the learner in active learning while allowing for different degrees of guidance, this workbook represents an innovative approach to the instruction of Early American literature. The Personal Literacy Jackdaw workbook provides reading, writing, and speaking activities to help the tenth/eleventh grade language arts student develop an appreciation of Early American literature as a personal literature by involving the student in studying the personal writings of a family member or close friend, thus developing in the student a sense of the bridge of common emotions and experiences which tie the lives of the seventeenth century to those of the twentieth century. The workbook contains a framework and description of the project, a lesson plan, and a sample of a personal literary jackdaw. (NKA)

ED 312 664 CS 212 157
Sherman, Janice
Yes (Virginia), We Can See Your Story: Examining Story Elements in the Drawing and Writing of Children.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date—Dec 89

Note—17p.; Printed on colored paper.

Available from—INSIGHTS, Center for Teaching and Learning, Box 8158, University of North Dakota, Grand Forks, ND 58202 (\$5.00 per year subscription).

Journal Cit—Insights into Open Education; v22 n4 Dec 1989

Pub Type—Reports - Research (143) — Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, Classroom Research, *Concept Formation, Elementary Education, Freehand Drawing, Language Acquisition, *Literary Devices, Story Reading, Writing Exercises, *Writing Improvement

Identifiers—Childrens Writing, *Story Writing, Writing Development, Writing to Read

This paper examines children's preferences and understanding of stories and story elements by analyzing an extensive collection of art, writing, and teacher observations of one child, Virginia. The paper traces the progression of Virginia's understanding of character, setting, action/plot, and preference for fairy tale structures as evidenced in both her drawings and written work, which span the ages 4 years and 6 months to 13 years and 3 months. The paper also suggests ways in which teachers, parents, and other educators can foster children's understanding of the elements of a story. (Six figures of Virginia's drawings and writing samples are included.) (KEH)

ED 312 665 CS 212 158
Budnik, Patricia McNulty

Improving Spelling and Language Arts Skills of Chapter 1 Fourth Grade Students through Paragraph Compositions.

Pub Date—89

Note—82p.; Ed.D. Practicum, Nova University.
 Pub Type—Reports - Descriptive (141) — Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Grade 4, Intermediate Grades, *Paragraph Composition, Practicums, Writing Exercises, *Writing Improvement, Writing Skills

Identifiers—Education Consolidation Improvement Act Chapter 1, Writing Development, Writing to Read

This practicum addressed the problem of Chapter 1 fourth grade students not being able to compose a paragraph using correct spelling and language arts skills. The subjects were 16 predominantly Black and Hispanic students in a school in an old small southern city. The students had paragraph composition assignments weekly. The goals were: (1) to increase the use of correctly spelled words; (2) to improve the number of correct responses in punctuation and the use of a main idea followed by detail sentences; (3) to compose grammatically correct sentences using paragraphs with indentation; and (4) to improve self images as writers. Results indicated that writing paragraphs did improve the acquisition of correct spelling and language arts skills. The students' enjoyment of having their paragraphs read to the class was the most rewarding result. Students advanced in spelling to fourth grade level, one to two years above expected reading level. The majority improved their spelling performance, increased the number of words spelled correctly on the sentence dictation test, increased the number of words used in their compositions, identified the main idea of a paragraph, placed four detail sentences in proper sequence, and increased the number of grammatically correct sentences. All students improved their self images as writers. (Eight tables of data are included; nine appendices including pre-writing and postwriting surveys, lists of spelling words, and paragraph samples are attached.) (Author/KEH)

ED 312 666 CS 212 159
Tierney, Robert J. And Others
Writing and Reading Working Together. Occasional Paper No. 5.

Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 88

Note—42p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audience Awareness, *Cognitive Development, Content Area Writing, Critical Thinking, Elementary Secondary Education, Outcomes of Education, *Reading Writing Relationship, Writing Exercises, Writing Improvement, Writing Processes, Writing Research
 Identifiers—Writing Contexts, Writing Development, Writing to Read

This collaborative study examined episodes in primary through secondary classrooms in which writing and reading were working together, exploring the extent to which student learning and development were enhanced. Review of research and extrapolations from classrooms suggest that benefits for students are likely to be accrued in four areas: (1) acquisition of certain skills, including letter-sounding correspondence, knowledge of genre and stylistic features as well as other literacy skills; (2) motivation to engage in learning activities; (3) acquisition, clarification, elaboration and discovery of ideas; and (4) development of a sense of authorship, readership, and critical thinking abilities. (Four figures and writing samples are included; one appendix about learning to spell and 55 references are attached.) (KEH)

ED 312 667 CS 212 160
Poly, Vivian Gussin

Must Teachers Also Be Writers? Occasional Paper No. 13.

Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 89

Note—22p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, *Class Activities, *Classroom Environment, Classroom Research, Cooperative Learning, Instructional Innovation, *Journal Writing, Primary Education, Teacher Role, Teaching Methods, Writing Exercises
 Identifiers—Active Learning, *Purpose (Composition), Writing Strategies

The classroom setting is a source for daily and creative writing material for teachers as well as students. Teacher and student writing samples help to illustrate classrooms as cultures-in-the-making in which new rules are invented every day and suggest that stories of classroom life must of necessity end in question marks and untied threads. Several 5-year-old students demonstrate the way they think as they continue to develop new roles and rationales. The teachers' own thinking and studying take place as they observe themselves and the children moving in and out of untenable positions. This forms the bulk of the daily writing. (KEH)

ED 312 668 CS 212 161
Sperling, Melanie

I Want To Talk to Each of You: Collaboration and the Teacher-Student Writing Conference. Technical Report No. 37.

Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 89

Note—63p.; Student papers in the appendices may not reproduce well due to broken type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Context Clues, *Discourse Analysis, Grade 9, Junior High Schools, Student Writing Models, *Teacher Student Relationship, Writing (Composition), *Writing Evaluation, *Writing Processes, Writing Research

Identifiers—Collaborative Writing, *Teacher Student Conferences, *Writing Conferences, Writing Development

This study examined the teaching and learning of writing for secondary school students as it occurred in the interactive context of teacher-student writing conferences in the form of private teacher-student conversations about the students' writing or writing process. Following ethnographic procedures, the study examined naturally occurring conferences in a ninth-grade English class for six case study students. Covering an observation period of 6 weeks, collected data included audio and video tapes of conference talk, audio and video tapes of all other class activities, observational field notes, interviews with the teacher and focal students, and all drafts of focal student writing. A descriptive quantitative dis-

course analysis of conference talk across students and descriptive qualitative case study analyses for each of the six students showed the writing conference to occasion a kind of teacher-student collaboration in which the teacher assumed a special leadership role. Collaboration was seen as a shifting process shaped not only by conference participants but by the rhetorical circumstances of their talk; and collaboration was described along a continuum, varying both across students and with each student at different times. (Six tables of data are included; 47 references and 4 appendices containing samples of coded conversation and student papers are attached.) (Author/KEH)

ED 312 669

CS 212 162

Kantz, Margaret

Shirley and the Battle of Agincourt: Why It Is So Hard for Students To Write Persuasive Researched Analyses. Occasional Paper No. 14.

Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA. Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 89

Note—31p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Awareness, Content Area Writing, *Critical Reading, Expository Writing, Higher Education, *Persuasive Discourse, *Reading Writing Relationship, *Research Papers (Students), Research Skills, Rhetorical Invention, Synthesis, Writing Skills

Identifiers—Rhetorical Strategies, *Writing Contexts

This paper connects recent research with common student problems in writing research papers and offers an analysis of the range of synthesis tasks and some reasons why students have difficulty with the demands of these tasks. The paper focuses on the student's problem of not knowing how to think about material in ways that allow him or her to say something original or persuasive and suggests that this problem may be reduced if students learn to read their sources rhetorically. The paper argues that such a strategy would allow readers to identify interesting conflicts, discrepancies, and rhetorical problems, as dissonances (gaps) of communication between writer/reader or reader/audience. Teaching students to think about such dissonances could help them to find original things to say about their sources and rhetorically purposeful reasons to discuss their topics with specifically imagined audiences. The fictional composite Shirley, a college sophomore derived from published research and personal experience, is used in the paper to discuss common student problems in the context of a real term paper. (Five figures of rhetorical situations and tasks are included; 2 appendices containing Shirley's paper and a range of research subtasks and 57 references are attached.) (KEH)

ED 312 670

CS 212 164

Malek, Abbas

"New York Times" Editorial Position and the U.S. Foreign Policy: The Case of Iran.

Pub Date—May 89

Note—21p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989). Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Content Analysis, Editorials, Federal Government, Foreign Countries, *Foreign Policy, Media Research, *Newspapers, *Press Opinion

Identifiers—Iran, Iran Hostage Crisis, Journalism Research, *Media Government Relationship, *New York Times

A study examined the similarity or dissimilarity between the "New York Times" editorial position on Iran and Iranian affairs and the official United States foreign policy towards Iran as reflected in the "Department of State Bulletin" for the period of 1966-1981. Each piece was categorized by major category and sub-category by three coders who provided a general evaluation and an evaluation using the scale "favorable," "unfavorable," or "neutral." Results indicated that: (1) a similarity existed between the newspaper's editorial position and government policy towards Iran's internal and foreign relations, particularly as they related to the United States; (2) while the United States government pursued a conciliatory attitude but low profile during

the Iranian Revolution, the "Times" shifted to a more critical position towards Iran; and (3) there was a great affinity between the newspaper's editorial position and that of the United States government during the hostage crisis. (Eleven tables of data are attached.) (RS)

ED 312 671

CS 506 587

Haynes, W. Lance

On Theoretical Progress and Basic Course Pedagogy.

Pub Date—Nov 88

Note—17p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988). Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Practices, Higher Education, *Speech Communication, Speech Instruction, Teacher Effectiveness, Teacher Role, Theories, *Theory Practice Relationship

Identifiers—Classical Rhetoric, Professional Concerns

The gulf between scholarly applications and rhetorical praxis in the speech classroom is enormous. It seems clear that the theoretical base will never release its stranglehold on the classical paradigm until the agendas of basic course classrooms do so as well. No new paradigm may realistically hope to contest the established tradition until the paradigm can be and is taught and applied so handily as to satisfy the pragmatic needs of professional and student communicators. There needs to be a special relationship between practices in basic courses and the advancement of theoretical knowledge in the field. By deliberately broadening the basic course focus to include new theory, educators take an important step to ease the path as they reach for the future. (Nineteen references are attached.) (MG)

ED 312 672

CS 506 598

Frank, Allan D.

Planning Strategically for Communication—A Holistic Approach.

Pub Date—May 89

Note—23p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Diffusion (Communication), Holistic Approach, Information Transfer, Linking Agents, *Models, *Organizational Change, *Organizational Communication, Organizational Development, Organizations (Groups), *Planning

Identifiers—Change Perspectives, Diffusion of Innovations Research

The primary cause of difficulties in the implementation phase of planned change in business organizations is the lack of a parallel communication plan to facilitate the changes implied by new strategy. Planners usually concentrate on content (the strategy itself) to the neglect of process (how the strategy should be developed and implemented). Some popular rational strategic management models are of little practical value unless they are supported by a communication strategy that facilitates both the development and implementation of corporate strategy. Successful implementation of all kinds of planned change is facilitated when change agents employ holistic approaches that utilize an integrated model which incorporates three additional perspectives on organizational communication and behavior: human resources, cultural/symbolic, and political. To assure that communication channels are sufficient, an organization should develop a communication plan that is proactive in design rather than reactive. (Twenty-nine footnotes and five figures of data are included.) (KEH)

ED 312 673

CS 506 602

Wanberg, Kenneth W. Goldberg, Alvin

Dimensions of Talk Used in Interpersonal Communication: The Scales of the Talk Assessment Survey.

Pub Date—Feb 89

Note—26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989) and at the Annual Meeting of the Colorado Speech Communication Association (Colorado Springs, CO, April 1989). Small print in tables may affect legibility.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dialogs (Language), *Interpersonal Communication, Interpersonal Relationship, *Models, Social Cognition, *Speech Communication, Surveys

Identifiers—*Communication Behavior, Communication Patterns, Dimensional Analysis, *Talk Assessment Survey

A study tested the assumption that a number of independent constructs are needed to explain phenomena associated with spoken language communication. Measurement was operationalized through the use of categories of talk statements used in interpersonal communication. These categories, labeled "comemes," were derived through the use of an open-ended questionnaire which prompted people to report what they say or do in talk communication. A self-report instrument, the Talk Assessment Survey, was developed from a list of 141 comemes and 11 primary and 3 second-order common fractions were identified. The instrument was tested on 224 subjects. Scales estimating the factors were found to have optimal internal-consistency reliability and a high degree of relative statistical independence. The factor scales were also found to be differentially related to several quasi-independent measures. The statistical independence among the three second-order factors suggests that there are probably at least three broad dimensions of talk used in interpersonal communication. The comeme factors may represent underlying source structures of spoken language communication. (Seven tables of data are included and 72 references are attached.) (Author/MG)

ED 312 674

CS 506 656

Xi, Changheng

Frege's Foundational Approach to Propositions in Breders' Work: A Critique of Breders' Fregean Tradition Inheritance.

Pub Date—May 89

Note—20p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-4, 1989).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Logic, Research Methodology, Sentences, Speech Acts, *Theories

Identifiers—Breders (D. A.), *Frege (Gottlieb), Meaning Conditions, Positivism

This paper discusses the Gottlieb Fregean approach to meaning of propositions and D. A. Breders' use of that approach in his research. The paper argues that Breders' theory is problematic and self-contradictory because of his adherence to Frege's distinctions coded in terms of idea and sense and reference on the word level, and judgment and thought and reference on the sentence level. The paper also includes a discussion of the fundamental differences on methodology between Breders and W. B. Pearce and V.E. Cronen's communication theory. (RS)

ED 312 675

CS 506 658

Metallinos, Nikos

Media Software: The Development of Cross-Cultural Television Programming

Pub Date—May 87

Note—14p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Awareness, *Broadcast Television, *Intercultural Communication, Mass Media Role, *Programming (Broadcast), Technological Advancement, Television Viewing, Visual Literacy

Identifiers—International Communication, *International Television

The world's appetite for the development of more television programs is constantly on the rise. Yet the manner in which television programs are produced for international viewers is still casual and often careless. Neither the message nor the way in which the medium shapes the message take into account the basic cultural barriers that cause communication difficulties. Studies on intercultural communication have revealed that cross-cultural barriers such as people's attitudes; their social organization; their

patterns of thoughts; the roles and role expectations they have; their language; and their sense of space, time, and non-verbal expressions must be considered by media communicators. Also, knowing television's idiosyncratic nature, its unique features, and its specific components, and understanding the grammar and syntax of television will aid in the production of better, less casual, and more cohesive television programs. Problems imposed by careless television programming are being considered more and more by major international agencies and governments, and scholarly works on the subject are now being more frequently published. Modern technology and advancements in television hardware now allow television producers to generate programs with a broader, more international scope, greater aesthetic value, and artistic balance, and which are directly related to the needs of the inhabitants of the global village. Television software for people of various cultures should be produced and broadcast by the various channels now available. (MM)

ED 312 676 CS 506 660

McEwen, Vivi S. And Others

A National Survey of Graduate Education in Communication Research Ethics.

Pub Date—[89]

Note—30p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989). Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Research, Doctoral Programs, *Ethics, Graduate Study, National Surveys, Questionnaires, *Research Methodology

Identifiers—*Media Education, Research Curriculum, Researcher Role, *Speech Communication Education

This study was conducted to determine the status of Ph.D. communication education in research ethics. The study sought to discover the extent to which research ethics courses are being taught, identify the research ethics issues that are discussed in these courses or in research methods coursework, specify the reading material that are assigned in the area of research ethics, and inquire as to how instructors of research ethics acquired their own knowledge of research ethics. Fifty-nine Ph.D. communication programs in the United States were surveyed through a mail questionnaire. A 77% response rate was achieved. Results indicate that no Ph.D. communication program in the survey currently devotes an entire course to communication research ethics. Seventy percent of the programs surveyed offer a course partly dealing with ethics. In these courses, research ethics tend to be discussed 15% or less of total course time. "Lack of room in the curriculum" and "ethics issues adequately addressed in other courses" were the primary reasons cited for not devoting an entire course to research ethics. Issues dealing with confidentiality, informed consent, subjects' rights to withdraw, and institutional review boards were discussed to the greatest extent in coursework related to research ethics. The least discussed issues were involuntary self knowledge, the importance of information in final write-ups allowing for the assessment of ethical conduct, misinformation, "fudging" of data, the responsibility of the researcher to benefit society, physical/psychological harm, and the mechanics of debriefing. A limited range of reading materials on research ethics appear to be used, largely drawn from outside the discipline. Most instructors acquired their research ethics knowledge from experience doing research, personal reading, and informal conversation with colleagues. No instructors in the survey who teach coursework at least partially devoted to research ethics have themselves taken a separate course in research ethics at the graduate level. Approximately 67% indicated having taken a course at the graduate level partially devoted to research ethics. (Author)

ED 312 677 CS 506 661

Buzzo, Bonnie Wilson

Managing a Responsive and Responsible Forensics Program in a Small College.

Pub Date—Apr 88

Note—21p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-18, 1988). Best available copy.

Pub Type—Reports - Descriptive (141) —

Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Debate, Higher Education, *Program Development, *Public Speaking, *Small Colleges, Student Needs

Identifiers—Forensic Directors

This paper looks at the development and management of an intercollegiate forensics program at a small college. It first deals with the context for analyzing a program, and then discusses the analysis itself, which should provide the foundation for a program's development. Some points for program management follow, and the paper concludes with a list of potentially useful resources. The sections are as follows: (1) The Context for the Analysis; (2) Getting Started; (3) The Analysis (who is being served, what function will the program serve, where in the list of departmental priorities will the program fall, what kind of program will evolve, how will such a program be handled); (4) Some Comments on Program Management; and (5) Suggested Sources for Program Assistance. (SR)

ED 312 678 CS 506 715

Rider, John R.

Mass Media in the Pacific: A System without a Print Connection.

Pub Date—Aug 89

Note—28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communications, Cultural Context, Developing Nations, Foreign Countries, *Information Sources, Interviews, *Mass Media Role, *Mass Media Use, Media Research, News Media, Programming (Broadcast), *Radio, Rural Urban Differences, Surveys

Identifiers—*Federated States of Micronesia

A two-part radio communications survey was conducted to test the effect of the government owned and operated radio station on Pohnpei, a Micronesian island state. The first phase was conducted in the capital city, while the second phase was conducted in rural areas of the state. The purpose of the survey was to determine the extent of radio and other media use in the homes of the respondents, to find out where they got their news, and to determine their attitudes toward different styles of programming. In the city of Kolonia, the 84 interviews were taken at places of commerce. Results indicated 94.2% of those interviewed owned a radio and 60.7% owned a television. Radio was given as a source of news by 71.4%, newspaper and magazine 31.0%, and friends 22.6%. It appears that the best market for broadcasting service is one that broadcasts in both English and Pohnpeian and carries mostly announcements, country music, weather reports, local sports, world news, and religious programming. When examining the results of the survey instrument and interviews with rural inhabitants of Pohnpei, it was seen that 84.3% owned radio and 15.7% owned televisions. The news sources included: radio 52.8%, friends 35.7%, and newspapers and magazines 11.4%. Sixty percent preferred the Pohnpeian language only and 34.3% preferred Pohnpeian and English. It appears that the radio system on which most of the nation depends does a reasonably good job in meeting the challenge of information dissemination. (MG)

ED 312 679 CS 506 728

Elliott, William R. And Others

Predicting Future Theatrical and Video Movie Use: Movie Gratifications, Avoidances, and Dependency.

Pub Date—Aug 89

Note—44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audience Analysis, Factor Analysis, Films, Higher Education, Leisure Time, *Mass Media Use, Media Research, *Models, Path Analysis, Predictor Variables, Questionnaires, Surveys

Identifiers—Communication Theory, *Film Viewing, Media Dependency, Uses and Gratifications Research

Three successive models were developed to test the existence of a need that leads individuals to select one mass medium over another and also to examine the idea of audience activity. Since it has been noted that uses and gratifications research has focused excessively on habitual media behaviors, the focus instead was on a medium where choice rather than habit determines use—theatrical movies. For the first model, 152 university students completed self-administered questionnaires which elicited information about their weekend movie attendance for the 2 weeks prior to the administration of the survey, as well as information about each subject's social situation and leisure time goals. The second model extended the ideas to a larger universe of movie watchers by including videotape as well as theatrical showings. Prediction as to future attendance was based on gratifications, avoidances, and previous attendance variables, and a new variable, dependency. Subjects were 378 university students in the first wave of the study and a final matched sample of 249 students, all of whom completed the questionnaires. Based on the first model, a moderate relationship between generalized leisure time diversion goals and the gratifications associated with theatrical movies appear to exist. Diversion gratifications associated with theatrical movies were found to be significantly related to past attendance but not to future attendance. Evidence of linkages between gratifications associated with movie attendance, movie avoidance, and dependency on movies was found in model two. Further applications of uses and gratifications theory will be tested in the third model. (Four appendices include factor analyses and factor tables.) (NKA)

ED 312 680 CS 506 757

Rush, Ramona R.

Global Eco-Communication: Assessing the Communication and Information Environment.

Pub Date—May 89

Note—28p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agenda Setting, *Futures (of Society), *Global Approach, Information Sources, International Cooperation, *Mass Media Role, *Media Research, Models, *Research Needs

Identifiers—*Eco Communication, *Empowerment

It is no longer "new" news that the "new" media, separately or in convergence with the traditional mass media, are often reinforcing old ways and traditional patterns. Concentration of ownership; under- or misappropriate employment patterns for certain groups and classes of people; and inadequate, inappropriate, and inaccurate content have been identified in the traditional media-patterns and trends which seem likely to continue in the new media. Basic and applied research should concentrate on analyzing inequities in traditional societal structures, where better and more appropriate communication and information is needed. Potential and already existing new societal structures, especially those built around communication and information where "flow-keeping" agendas predominate need to be identified and used as models. Current theories, conceptual frameworks, and research approaches should be tried for their "fit" for the information age. Some theories, which on the surface appear most adaptable for creating opportunities for societal structuring of communication in conjunction with information improvement and equity, include knowledge gap hypothesis, information and innovation flow and diffusion, media dependency, convergence and systems theories and network analysis. The conceptual framework of the assessment approach called "global eco-communication" includes efficiency, effectiveness, and entertainment from traditional communication and information concerns, and diversity, equity, and improvement as the other but equal side of the research coin. (A 17-item bibliography is attached; an appendix outlines a proposal for a master's program in global eco-communications.) (NKA)

ED 312 681 CS 506 796

Lacy, Stephen

The Westley-MacLean Model Revisited: An Extension of a Conceptual Model for Communication Research.

Pub Date—Aug 89

Note—23p.; Paper presented at the Annual Meeting

ing of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Economic Development, Environmental Influences, Interaction, *Media Research, *Models, Organizational Theories, Research Methodology, Social Development, Social Exchange Theory, Technological Advancement Identifiers—*Westley MacLean Model

A revision of the Westley-MacLean model of 1957 for communication research accommodates an incorporation of some of the research areas that have blossomed during the last three decades. The revision concentrates on two aspects of the original: (1) organizational features within the advocate, communicator and audience roles; and (2) environmental factors that influence these roles. The organizational features deal primarily with interaction among individuals and groups in organizations. The environmental factors include the economic, regulatory, social, cultural and technological developments, as well as interaction among individuals who represent the various communicator and audience roles. The extended model incorporates the interaction of people within the subsystems and includes the interaction of individuals in various roles across the subsystems. The extended model specifies environmental factors that affect news and the objects of orientations and includes the possibility that messages need not be entirely mediated. Some can be experienced directly. By including the developments, the model may contribute further to the purpose of the original to order existing mass communications research, to point to strengths and weaknesses in our knowledge, and to stimulate further effort. (Two figures are included and 21 notes are attached.) (MG)

ED 312 682

CS 506 833

Donohew, Lewis. And Others

Sensation Seeking and Targeting of Televised Anti-Drug PSAs.

Pub Date—Aug 89

Note—47p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Analysis of Variance, *Audience Analysis, *Drug Abuse, Drug Addiction, *Drug Use, *High Risk Persons, Programming (Broadcast), Public Service, Questionnaires, *Television Commercials, Television Viewing, Young Adults Identifiers—Advertisements, *Advertising Effectiveness, Kentucky (Fayette County), *Public Service Advertising

A study was conducted to determine how to reach out in an effective manner via televised public service announcements (PSAs) to particular at-risk audiences to motivate participation in drug abuse prevention programs. The subjects (207 young adults in Fayette County, Kentucky) responded to the M. Zuckerman sensation-seeking questionnaire. They also viewed a video of several televised messages and filled out a questionnaire packet consisting of 37-item mood scale, followed by administration of the behavioral intention, attitude, and drug use scales. Analysis of variance showed no significant main effects of sensation seeking, message sensation value, or drug use on the index of behavioral intention. A strong main effect emerged for motivational introduction. The results indicated that careful attention should be paid to the verbal audio characteristics of the introductory portion of televised anti-drug PSAs. The behavioral intention of low sensation seekers was more affected by the low sensation message than by the high sensation PSA. It was also found that high sensation seeking users of illicit drugs displayed by far the strongest behavioral intention to call the hotline advocated in the PSA compared to the appropriate control group. Results provided convincing evidence that two related factors, sensation seeking and message sensation value, can be employed in concert to target televised anti-drug PSAs at young adults who are users of illicit drugs or who are at risk of becoming users. (Four tables and four figures of data are included. Fifty-two references are attached.) (MG)

ED 312 683

CS 506 846

Curtis, Dan B. Hansen, Tricia L.

RIE APR 1990

Business Communication: An Annotated Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—May 89

Note—9p.

Available from—Speech Communication Association, 5105 Backlick Road, Bldg. E, Annandale, VA 22003 (free).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Audience Awareness, *Business Communication, Communication Skills, *Public Speaking Identifiers—*Communication Strategies, Organizational Skills, Professional Concerns

Focusing on oral communication and presentational speaking, this 34-item annotated bibliography contains sources of information that are primarily concerned with communicating in contemporary business and professional settings. The bibliography is divided into four sections: presentational, general, organizational communication, and miscellaneous. The selections date from 1979 to 1989. (NKA)

ED 312 684

CS 506 847

Hansen, Tricia L. Curtis, Dan B.

Communication and Service: An Annotated Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—May 89

Note—5p.

Available from—Speech Communication Association, 5105 Backlick Road, Bldg. E, Annandale, VA 22003 (free).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Business Communication, Employer Employee Relationship, Industry, *Interpersonal Competence, Producer Services, Service Occupations, *Services Identifiers—Communication Strategies, *Customer Services, Professional Concerns

This annotated bibliography focuses on contemporary sources that address customer service in these changing times, as the service is influenced by business communication activities and skills. Twelve selections are presented. The annotations date from 1980 to 1989. (NKA)

ED 312 685

CS 506 848

Benoit, William L. Moeder, Michael D.

Bibliography of Several Approaches to Rhetorical Criticism.

Speech Communication Association, Annandale, Va.

Pub Date—Aug 89

Note—9p.

Available from—Speech Communication Association, 5105 Backlick Road, Bldg. E, Annandale, VA 22003 (free).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bibliographies, Communication Research, Discourse Analysis, Mass Media, Metaphors, *Rhetoric, *Rhetorical Criticism, Speech Communication, Theory Practice Relationship Identifiers—Burke (Kenneth), Fantasy Theme Analysis, Narrative Text, Rhetorical Theory, Social Movements

An illustrative rather than an exhaustive bibliography on approaches to rhetorical criticism, this update of an earlier publication lists more than 150 selections. The bibliography is divided into sections on: (1) discussions of the Burkean approach; (2) applications of the Burkean approach; (3) discussions of the fantasy theme approach; (4) applications of the fantasy theme approach; (5) discussions of the narrative approach; (6) applications of the narrative approach; (7) discussions of the metaphoric approach; (8) applications of the metaphoric approach; (9) discussions of the generic approach; (10) applications of the generic approach; (11) discussions of the movement approach; and (12) applications of the movement approach. Selections date from 1952 through 1989. (NKA)

ED 312 686

CS 506 849

Benoit, William L. Moeder, Michael D.

The Theory of Rhetorical Criticism: A Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—Aug 89

Note—9p.

Available from—Speech Communication Association, 5105 Backlick Road, Bldg. E, Annandale, VA 22003 (free).

Pub Type—Reference Materials - Bibliographies (131) — Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bibliographies, Communication Research, Discourse Analysis, Public Speaking, *Rhetoric, *Rhetorical Criticism, Theory Practice Relationship

Identifiers—Orators, Oratory, *Rhetorical Theory An updated version of a bibliography which appeared in a 1982 edition of "Rhetoric Society Quarterly," this 132-item bibliography is divided into books and articles and book chapters. The selections date from 1933 through 1989. (NKA)

ED 312 687

CS 506 850

German, Kathleen M.

The Constraints of Metaphor: An Analysis of Three Centuries of American Indian Discourse.

Pub Date—20 Nov 89

Note—17p; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). Best available copy.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, *American Indian Literature, *American Indians, Discourse Analysis, *Figurative Language, Public Speaking, Rhetorical Criticism, Rhetorical Invention, United States History Identifiers—Ethnic Literature

The use of figurative language permeates American Indian discourse, across differences in time, geography, and tribal culture. Traditionally, the presence of figurative language has been attributed to a compulsion for decoration and to a need for mnemonic devices. However, neither of these explanations accounts for changes in the rich tapestry of figurative language as the threat to Indian culture increased. An examination of 259 Indian speeches delivered between 1609 and 1912 suggests that there are three primary functions of figurative language. The first function is to mirror conditions of the microcosm in the macrocosm, using discourse as a means to secure order, harmony, and balance. A steady shift from images of harmony and balance to those of confusion and incongruity characterize Indian rhetoric from 1609 to 1912. Second, figurative language in Indian oratory intensifies Indian experience of the world through two recurrent types of depiction: (1) establishing quantitative information such as numbers of men and size of objects not easily expressed in finite counting systems; and (2) conveying conditions of existence such as thoughts and feelings. Thirdly, Indian figurative language measures time without artificial marks of time, but rather provides the essence of chronology by blending past, present, and future in the qualitative terms of figurative language. Figurative language functions not just as a cuing device or ornamentation, but as a powerful mode of thought. Figurative expression becomes a form of self-revelation for the Indian orator and a documentary on Indian-White relationships for the historian, preserving the Indian's bitter awareness of his situation in a changing world. (Sixty notes are included.) (SR)

ED 312 688

CS 506 851

Proceedings of the Developmental Conference on the Future Role of Pi Kappa Delta in the Forensic Community (St. Louis, Missouri, March 22, 1989).

Pi Kappa Delta. National Council.

Pub Date—22 Mar 89

Note—102p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Audience Awareness, *Debate, *Educational Planning, Higher Education, High Schools, *Long Range Planning, Organizational Communication, *Organizational Objectives, *Persuasive Discourse, Research Needs Identifiers—*Debate Tournaments, Educational Issues, *Pi Kappa Delta

Reflecting the ideas, suggestions, and criticisms offered by members of Pi Kappa Delta as to the organization's future role in the forensic community, these proceedings deal with organizational structure and processes; competitive and noncompetitive outlets; pedagogy and research; and inter-forensic organizational cooperation. The papers are as follows: "The Future Role of Pi Kappa Delta: Our Challenge for the Year 2000 and Beyond" (Don R. Swanson); "Ethical Principle in the Forensic Organization" (Don Brownlee); "Organizational Structure and Process: Are Changes Needed to Carry Pi Kappa Delta into the Future?" (Robert A. Ridley); "A Proposal to Change the Procedures for Gaining Membership in Pi Kappa Delta" (James E. Norwig); "A Proposal to Increase Student Participation within the Ranks of Pi Kappa Delta" (Susan Miskelly); "Expanding the Audience-Centered Nature of Debate: An Analysis of Non-Competitive Outlets" (Rita K. Whillock); "PKD-Opportunities for Campus and Community Enhancement" (Margaret Greynolds); "A Discussion of Awards at the National Tournament: Do We Need to Change?" (Pamela S. Jorastad); "Key Issues in Forensic Pedagogy and Research" (Carolyn Keefe); "Documenting Innovation and Tradition: Research Opportunities for Forensic Educators" (Kristine Bartanen); "Strengthening the Tournament Experience: Developing a More Explicit Set of Expectations for Our Judges" (Colan T. Hanson); "Interforensic Organizational Cooperation: The Increasing Need" (Sally A. Roden); "Ethnic and Cross-Cultural Challenges in the Role of Honorary in the Forensics Community" (L. Crowder Churchill); and "Forensic Assistance Program" (William A. Yaremchuk). Recommendations of four working groups are included. A list of participants concludes the report. (NKA)

ED 312 689 CS 506 852

Sproule, J. Michael

Propaganda: Five American Schools of Thought.

Pub Date—Aug 89

Note—28p; Paper presented at the Biennial Meeting of the World Communication Association (Singapore, August 2-10, 1989).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)—Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, Intellectual History, Mass Media Role, Modern History, Persuasive Discourse, Propaganda, Public Relations, Social History, United States History Identifiers—Muckraking

This paper maintains that American thinking on propaganda revolves around five approaches: progressive propaganda critics, media practitioners, textual rationalists, communication scientists, and political polemicists—that all have deep roots in the twentieth century social and intellectual history of the United States. The paper examines the schools and their periods of significant social and intellectual influence as well as dormancy, demonstrating a wide-ranging discussion about the implications for democracy of modern mass persuasion, and providing a broad panorama of ideological diffusion and competition in the United States. The paper's eight sections are as follows: (1) The Muckrakers and the Birth of Public Relations; (2) The Great War and the Furor over Propaganda; (3) The Communication Industry and Progressive Critique; (4) Responses by the Practitioners; (5) Communication Research; (6) The Rationalist Approach to Propaganda; (7) Propaganda and Polemical Competition; and (8) The Return of Progressive Propaganda Analysis. One hundred forty-two references are attached. (SR)

ED 312 690 CS 506 853

Wilson, Nan Kelly

Improving Public Speaking Skills in the Seventh Grade Compensatory Education Student through Enhanced Instruction and Opportunity for Practice.

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

Pub Date—89

Note—112p; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043)—Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Compensatory Education, English Curriculum, Grade 7, Junior High Schools, Language Arts, Listening Skills, Practicums, Public Speaking, Skill Development, Speech Curriculum, Student Evaluation

This practicum addressed the problem of seventh grade compensatory education students' not having adequate instruction, opportunity, or experience to prepare for success in any level of eighth grade English. Overall goals for the practicum were to give instruction in public speaking, to provide opportunities for students to engage in public speaking, and to give students a foundation in oral expression so they might experience greater success in eighth grade. The practicum report contains five chapters as follows: Chapter 1: Introduction (describes the community in which the practicum took place and the researcher's work setting and role); chapter 2: Study of the Problem; chapter 3: Anticipated Outcomes and Evaluation Instruments; chapter 4: Solution Strategy; and chapter 5: Results, Conclusions, and Recommendations. The report's conclusions confirm that students did gain success and a foundation in oral expression through instruction and opportunities for practice. Ten tables of data are included, 13 references are listed, and 17 appendices containing the seventh and eighth grade curricula in oral expression, 11 types of tests, a survey of English teachers, and a generic evaluation form are attached. (MG)

ED 312 691 CS 506 854

Kreuz, Roger J. Roberts, Richard M.

What Kinds of Errors Are Salient in Communication?

Pub Date—Nov 89

Note—16p; Paper presented at the Annual Meeting of the Psychonomic Society (30th, Atlanta, GA, November 10-12, 1989).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dialogs (Language), Discourse Analysis, Error Analysis (Language), Error Patterns, Language Patterns, Language Usage, Lexicology, Phonology, Pragmatics, Speech Communication Identifiers—Conversation, Conversational Flow, Salience

The flow of normal conversation is often impeded by error. These errors can be divided into at least three categories: phonological, lexical, and pragmatic. A study was designed to assess whether different kinds of errors affect conversation in different ways. Forty-four subjects listened to tapes of conversations. Each conversation contained either no error or one of the three error types. All subjects heard 12 different conversations. Following the taped conversations, the subjects evaluated the speakers and rated the realism of the conversation. They then engaged in a 2-minute distractor task before being asked to recall the errors. Forty-four additional subjects were asked to read transcripts of the conversations before participating in the remainder of the activities. The immediate evaluations of the participants were most strongly affected by the presence of pragmatic errors. In contrast, later memory for the conversations that were read was best when they contained phonological errors. This suggests that different kinds of errors influence conversation in different ways. (Five graphs are included.) (MG)

ED 312 692 CS 506 856

Visual Media for English Teachers: An Annotated Bibliography.

National Council of Teachers of English, Urbana, Ill.

Pub Date—90

Note—23p; Prepared by the NCTE Commission on Media.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Audience Response, Computer Assisted Instruction, Film Production, Film Study, Higher Education, High Schools, Language Arts, Technological Advancement, Television, Visual Literacy Identifiers—Imaging, Media Courses, Media Education, Media Literacy, Visual Communication Education

Intended to help teachers find their way through the world of visual media and listing works selected by experienced teachers and practitioners, this annotated bibliography contains nearly 100 items. The bibliography is divided into sections on: (1) film studies; (2) television studies; (3) response and intertextuality; (4) video production; (5) computers and English/language arts; (6) imaging; and (7) text books for media education. With the exception of

one item which was first published in 1952, the selections date from 1971 to 1989. (NKA)

ED 312 693 CS 506 857

Freeley, Austin J.

Present at the Creation: The 1950s.

Pub Date—19 Nov 89

Note—14p; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Debate, Higher Education, High Schools, Organizations (Groups), Persuasive Discourse, Public Speaking, Speech Instruction Identifiers—American Forensic Association, Debate Coaches, Debate Tournaments, Organizational History

The idea for the organization that later became the American Forensic Association (AFA) was conceived at a meeting of debate coaches at a tournament at the State University of Iowa in the fall of 1948. This group felt that something should be done to meet the growing needs and interests of high school and college debate coaches. The group organized five regional associations, fought to save extracurricular speech activities in the high schools, and developed the AFA Tournament Calendar and the AFA Register to establish a means of communication for the members. One of the big issues of the 1950s was the propriety of debating both sides of the proposition. The second great debate of the 1950s focused on the 1954-1955 national intercollegiate debate proposition. The Great Debate about Debate began in the fall of 1954 concerning the issue of a Nebraska Teachers college's refusal to allow its students to debate the recognition of Red China. By 1953 the AFA was an established, growing and vibrant organization. The challenges before the forensic organization as it moves into the Twenty-First Century include: fragmentation of the organization, winning back the constituency, professionalism in directing and maintaining a forensic program, resolving the tension between professionalism and administration, and resolving the tension between forensics and scholarship. (Four appendices containing a list of the founding members of AFA, a statement of organizational principles, and summaries of news stories reporting the great debate about debate are attached.) (MG)

ED 312 694 CS 506 858

Picard, Robert G.

The Journalist's Role in Coverage of Terrorist Events.

Pub Date—Nov 89

Note—19p; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Pub Type—Speeches/Meeting Papers (150)—Reports - Evaluative (142)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Mass Media Effects, Mass Media Role, News Media, News Reporting, News Writing, Political Issues, Rhetoric, Terrorism Identifiers—Journalistic Style, Journalists, Media Coverage, Media Government Relationship, News Reporters, News Sources

Journalists have typically employed four rhetorical traditions—information, sensationalism, feature story, and the didactic approach—in conveying news; these affect the meaning received by audiences. Journalists play a variety of roles in this persuasive atmosphere and are deeply involved in the construction of rhetorical visions about terrorism and its perpetrators. Journalists amplify, arbitrate, and create their own rhetoric about terrorist acts. In the role of rhetorical amplifiers, journalists gain the attention of audiences and convey messages about political violence by providing the platform and amplification system by which this can be accomplished. As arbiters of rhetoric, journalists have limited success. Evidence of arbitration is seen in comparisons between how media personnel describe terrorist events and their perpetrators and how government officials make similar descriptions. Journalists serve as creators of rhetoric whenever they report terrorist events. The rhetorical tradition employed determines the nature of that rhetoric. The role of formats, the presentation conventions that are used to package information and determine the significance and the information that news pack-

ages carry, are also important. The effects of these roles are beginning to receive appropriate scrutiny. Journalists must be made sensitive to the power of what they report, but when dealing with the volatile area of reporting on terrorism, they must be especially sensitive to how they report the news as well. (One figure and 26 references are attached.) (MG)

ED 312 695 CS 506 859

Cooper, Thomas W.

Terrorism and Perspectivist Philosophy: Understanding Adversarial News Coverage.

Emerson Coll., Boston, Mass.

Spons Agency—Association for Education in Journalism and Mass Communication; Gannett Foundation, Rochester, NY.

Pub Date—Jul 88

Note—10p.; Terrorism and the News Media Research Project. For related documents, see CS 506 861 and CS 506 909.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Media Research, *News Media, *News Reporting, Political Issues, *Terrorism Identifiers—*Media Bias, *Media Coverage, World View

Perspective realism, particularly as modified into the special case of adversarial perspectivism, and the analogy of reciprocal concave and convex world views, is an important and neglected component in accounting for the widespread discrepancies in the reporting of so-called "terrorist" events. However, the tendencies toward cooperation between and among international journalists are greater than ever before. Elements of bias and ethnocentrism and media reductionism are more widely reported than in previous decades. The overall signs of the melting of rigid world views, photocopied by the mass media, are increasingly positive. Thus a somewhat less superficial caricature of terrorism is being drawn, at least in the more thoughtful sectors of society. (Twenty notes are included.) (RS)

ED 312 696 CS 506 860

Picard, Robert G. Adams, Paul D.

Characterizations of Acts and Perpetrators of Political Violence in Three Elite U.S. Daily Newspapers. Terrorism and the News Media Research Project.

Emerson Coll., Boston, Mass.

Spons Agency—Association for Education in Journalism and Mass Communication; Gannett Foundation, Rochester, NY.

Pub Date—[89]

Note—12p.; Publication of this monograph made possible by a grant from the Gannett Foundation. Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Characterization, Media Research, *Newspapers, *Terrorism

Identifiers—Journalism Research, Los Angeles Times, News Sources, New York Times, Washington Post

To explore characterizations of acts of political violence and their perpetrators, a study considered the most frequently used characterizations in the "Los Angeles Times," the "New York Times," and the "Washington Post" for the years of 1980-1985, and considered whether characterizations differed depending on their source. A total of 258 reports of 127 incidents of political violence were collected and analyzed. Findings revealed that a significant difference exists in the ways media personnel, government officials, and witnesses characterize acts of political violence and perpetrators of those acts. Media personnel and witnesses to the violence tend to use nominal characterizations (generally more neutral than those used by government officials), and government officials tend to use descriptive characterizations (often words that are more judgmental, inflammatory, and highly colored). Witness characterizations were, in fact, completely nominal. Further, findings showed that 94.3% of the characterizations were media characterizations (including headline characterizations and description, observation, and paraphrase in the article), while only 3% were direct quotes of government officials, and 2% were direct quotes of witnesses. This finding means that media quoted primary sources less than 6% of the time. (Ten tables of data are included.) (SR)

ED 312 697 CS 506 861

Lule, Jack

The Myth of My Widow: A Dramatic Analysis of News Portrayals of a Terrorist Victim.

RIE APR 1990

Emerson Coll., Boston, Mass.

Spons Agency—Association for Education in Journalism and Mass Communication; Gannett Foundation, Rochester, NY.

Pub Date—[89]

Note—17p.; Terrorism and the News Media Research Project. For related documents, see CS 506 859 and CS 506 909.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Mass Media Role, Media Research, *Mythology, *News Media, *News Reporting, Political Issues, *Terrorism

Identifiers—*Dramatism, Media Bias, *Media Coverage, News Stories, New York Times

Dramatic analysis suggests that the "New York Times" portrayals of the 1985 terrorist killing of Leon Klinghoffer, the 69 year old American tourist on the Achille Laurs, may contain a mythic dimension. Through the myth of the hero, the news stories invoked the symbol of the self, inviting intense identification of the individual reader with the terrorist victim. But in doing so, the news stories also provided the terror of terrorism. The news stories that drew from the myth of the hero, that invoked the symbol of the self in response to terrorism, helped the terrorists establish the link between the victim and the self. The symbolism of terrorism was also aided by the actions of public officials portrayed in the media. The victim was the terrorists' symbol of the nation, and was so honored by the media, and mourned by officials. Other political implications from news portrayals of the myth of the hero, and the mourning of the victim as a symbol of nation or community, might be suggested: (1) policy makers could appeal to the power of myth to arouse support for measures of prevention and reprisal; and (2) mythic images in the news might also help public officials create a powerful climate for revenge. (Two tables of data are included and 43 references are attached.) (RS)

ED 312 698 CS 506 862

Dowling, Ralph E. Nitcav, Richard G.

Visions of Terror: A Q-Methodological Analysis of American Perceptions of International Terrorism.

Pub Date—20 Nov 89

Note—33p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audience Analysis, Higher Education, *Mass Media Effects, Political Attitudes, *Public Opinion, Q Methodology, Research Methodology, *Terrorism

Identifiers—Journalism Research, *Media Coverage

A study examined the efficacy of Q-methodology as a tool to explain perceptions of the American public regarding international terrorism, seeking to identify through this methodology distinct views of terrorism and the significant variables characterizing those views. To develop their instrument, researchers interviewed 16 individuals and based the structure of the Q-sort on the themes presented, resulting in an instrument with 49 statements. Forty-one students at a midwestern university completed the terrorism Q-sort. Results showed that Q-methodology provided a useful tool for examining perceptions of international terrorism and for focusing future studies of unanswered questions about the effects of media coverage of terrorism on audiences. Q-factor analysis revealed four patterns of perceptions regarding terrorism. Viewing terrorists as driven by human needs and possibly noble motives distinguished the "Humanist/Cold-War Patriot" and the "Pacifist-Isolationist" from the "Frightened Philosopher" and the "Aggressive Patriot." Generally, however, attitudes that distinguished the types, such as concern with U.S. or Soviet involvement, perception of threat, and advocacy of military action, tended to be similar in three of four types. Similarities across three types combined with consensus across all four types resulted in half of the subjects' loading on two types. Information from this preliminary investigation should provide useful information for revision of the terrorism Q-sort—a process already underway. (Two tables of data and one figure are included and 26 references are attached. An appendix contains the research instrument and data.) (SR)

ED 312 699

Gander, Eric M.

Habermas on Habermas: The Perils of Communicative Action in Our Postmodern World.

Pub Date—Nov 89

Note—33p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Language Role, *Philosophy, Speech Acts Identifiers—Critical Theory, *Discourse, *Habermas (Jürgen)

This paper discusses the theories of Jürgen Habermas, one of the most influential and prolific constructive philosophers of the past quarter century, with the purpose of showing why Habermas' goal to uncover the inherent aspects of language which make possible communication is unattainable. The paper argues that the very self-referentiality implied by any discussion of language renders impossible any certain knowledge of the subject. In the first section, the paper locates Habermas within a tradition stretching from the Enlightenment to the present, and sketches the way in which his theory is tied up with a conception of human nature which privileges rationality. The next section explicates Habermas' theory, with some marginal comments which are intended to serve both as limited critiques and as points of clarification. In the paper's third section, the central critique of Habermas' theory is developed, attempting to demonstrate the impossibility of "rationally" reconstructing the universal conditions of understanding, since the results of a seemingly rational analysis are always already interpreted within language. Twenty-two notes are included. (SR)

ED 312 700

Roth, Lane

Ambiguity of Visual Design and Meaning in TV's "Battlestar Galactica."

Pub Date—83

Note—13p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Analysis, Futures (of Society), *Imagery, *Mass Media Role, *Science Fiction, Symbolism, Technological Advancement, *Television

Identifiers—*Archetypes, *Battlestar Galactica, Prime Time Television, Television Criticism

"Battlestar Galactica," ABC-TV's prime-time science fiction series for 1978-79, illustrates how popular, mass media entertainment can communicate contradictory meanings that correlate with unresolved cultural tensions. The ambiguity of visual design is especially confusing because it is contrapuntal to the simplicity and clarity of the formulaic storyline. The use of circular and triangular motifs in all the battleships does not conform to the clear-cut polarities present in the storyline, in which the antinomies of freedom/orde and human/machine are isomorphic with good/evil. The visual design works only to obscure these dichotomies. The confusion can be interpreted as signifying anxieties, problematic to human culture, concerning ambivalent values in an increasingly technological world. "Battlestar Galactica" typifies the tendency of popular culture artifacts to communicate unresolved dilemmas. (Ten notes and four figures are included.) (RS)

ED 312 701

Roth, Lane

Raiders of the Lost Archetype: The Quest and the Shadow.

Pub Date—Jun 83

Note—15p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Response, Content Analysis, *Film Criticism, *Films, *Imagery, Mythology, Symbolism

Identifiers—*Archetypes, Film Genres, Frye (Northrop), Heroes, Jung (Carl G.), *Raiders of the Lost Ark (Film)

The film "Raiders of the Lost Ark," a timeless story about the heroic quest for a sacred object and the conflict between good and evil, employs

cross-cultural, durable symbols to establish quickly a locus of motives with a large, differentiated movie audience. The archetypes of the quest and of shadow are at the core of this film; they create a mythic resonance that the audience may recognize. The film's phenomenal popularity attests to its ability to communicate rapidly to a large, heterogeneous audience. Such ability suggests the presence of familiar patterns found in the traditional sources of myth. (Fourteen notes are included.) (RS)

ED 312 702 CS 506 869

Roth, Lane

Compensating Scientism through "The Black Hole."

Pub Date—86

Note—13p.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Analysis, *Film Criticism, *Films, *Imagery, Popular Culture, *Science Fiction, Symbolism

Identifiers—*Archetypes, *Black Hole (Film), Film Genres, Jung (Carl G), Scientism

The focal image of the film "The Black Hole" functions as a visual metaphor for the sacred, order, unity, and eternal time. The black hole is a symbol that unites the antinomic pairs of conscious/unconscious, water/fire, immersion/emersion, death/rebirth, and hell/heaven. The black hole is further associated with the quest for transcendent experience. Through the symbolic expression of archetypes, the film advocates the abandonment of rationalist ideals and the reclamation of religious experience and the unconscious mind. The titular image of "the Black Hole" compensates scientism by invoking archetypal unity. (RS)

ED 312 703 CS 506 871

Roth, Lane

Teaching Science Fiction Film Genre: Theory, Form, and Theme.

Pub Date—[81]

Note—22p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Descriptions, Cultural Context, Films, *Film Study, Higher Education, Popular Culture, *Science Fiction, Teacher Developed Materials, *Teaching Models

Identifiers—*Film Genres, Film Theory, Film Viewing

Intended to provide a paradigm for teachers planning a course in science fiction film, the instructional approach outlined in this paper examines films in relation to each other and to culture. The paper provides a course outline, a discussion of lecture topics, a suggested reading list, and a film list. The instructional approach suggested by the paper is divided into three parts—the first third of the course approaches the film genre from a theoretical perspective sufficiently broad to introduce any film genre course, so that as a module it could be "plugged into" alternative studies of the Western, horror film, et cetera. The second and concluding segments of the course focus on the science fiction film by examining, respectively, its formal properties and representative themes. The paper includes 27 notes. (NKA)

ED 312 704 CS 506 880

Roth, Susan M.

Communicating Style: A New Theoretical Approach to Instructional Communication in Higher Education.

Pub Date—May 89

Note—42p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Communication, Communication Problems, *Communication Skills, Higher Education, *Interpersonal Relationship, Social Environment, Social Networks, *Speech Communication, Teacher Role

Identifiers—*Communication Context, Communication in Societies, Communication Styles, *Communicator Style

Improving the quality of teaching should be a fundamental concern of the discipline of speech communication. In studying communicating style in any context or situation (including the classroom), at-

tention needs to be given (1) to the character of the interpretive and behavioral repertoires of individuals; (2) to any socio-historical expectations they bring to interaction; and (3) to understandings which evolve through interaction. Such an approach to the study of communicating style is based upon constructivist assumptions. A constructivist seeks to explain behavior in terms of shared social knowledge and individual communicative development. Constructivist research in communication provides some useful exemplars for gathering and treating data, but no complete methodological model exists for studying communicating style. When the communicating style of a teacher is studied, the style of a unique individual who is also an important agent of socialization is examined. Differences in teacher's styles of communicating should be expected to affect the social and communicative development of their students. Communicating style must be investigated by studying individuals making meaning in specific social contexts. Developing methods for such investigations is a logical next step. (Four notes and 75 references are attached.) (MG)

ED 312 705 CS 506 881

Lauren, Martha M., Dozier, David M.

Public Relations Behavior as a Function of Organizational Type: A Comparison of Manufacturing versus Service Organizations.

Pub Date—May 89

Note—17p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, Comparative Analysis, Factor Analysis, Industry, Manufacturing, *Models, *Organizations (Groups), *Public Relations, Questionnaires, Research Methodology, Service Occupations

Identifiers—Organizational Research

A study was conducted to examine the model of public relations practiced and level of research utilization in service versus manufacturing organizations. The study was a secondary analysis of a survey of the International Association of Business Communicators conducted in August 1987. Questionnaires were mailed to 760 people from the 1987 membership directory of the International Association of Business Communicators (IABC). Of the 760 persons in the valid sample, 211 returned usable questionnaires, a 27.8% response rate. Respondents were asked to categorize their organization according to a 12-item typology. Of the total sample, about 18% of the organizations were classified as service and 17% were classified as manufacturing. Findings indicated that service organizations use both scientific research and content-based mixed research to scan the environment and evaluate public relations programs. Service and manufacturing organizations do not differ significantly in their use of informal research. Future studies should consider differences in the information and non-information subsectors of the service sector as they relate to program research. (Two tables of data are included and 18 references are attached.) (MG)

ED 312 706 CS 506 882

Roth, Lane

"Metropolis," The Lights Fantastic: Semiotic Analysis of Lighting Codes in Relation to Character and Theme.

Pub Date—78

Note—6p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Film Criticism, Films, *Film Study, *Lighting Design, *Motifs, Popular Culture, *Science Fiction, Semiotics, Technological Advancement

Identifiers—Film Genres, Film Theory, *Metropolis (Film)

Fritz Lang's "Metropolis" (1927) is a seminal film because of its concern, now generic, with the profound impact technological progress has on mankind's social and spiritual progress. As in many later science fiction films, the ascendancy of artifact over nature is depicted not as liberating human beings, but as subjecting and corrupting them. This theme is reflected in the film's treatment of three focal characters—Rotwang, Maria, and the robotrix—as well as in lighting codes that formally produce meaning within the filmic text. Aspects of the lighting involve value (lightness vs. darkness) and apparent on-screen source (artificial, e.g., electric light vs.

natural, e.g., sunlight or fire). "Metropolis" advocates that mechanical marvels in themselves will not ameliorate the human condition. At the end of the film the rebirth of the whole city is heralded by a transformation of darkness to lightness. This comes about through natural light from the heavens: the dawn of the new day. The thematic antinomies of artifact/nature, identity lost/identity gained, evil/good, are resolved via the codes of lighting: dark/light and ostensibly artificial/ostensibly natural. (NKA)

ED 312 707 CS 506 883

Roth, Lane

Bergsonian Comedy and the Human Machines in "Star Wars."

Pub Date—[80]

Note—13p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Film Criticism, Film Study, *Humor, Popular Culture, Robotics, Science Fiction

Identifiers—*Bergson (Henri), Film Genres, *Star Wars (Film)

While analyzing humor is difficult, Henri Bergson's concept of comedy (a person acting like a machine) outlined in the classic essay, "Le Rire," in 1900, is probably too narrow a definition. Science fiction film, a genre which has evolved since the publication of Bergson's essay, has also speculated about man and society, often to comment on, and to ameliorate, the human condition. The archetypal antinomy of artifact vs. nature, for Bergson the locus of comedy, is for most science fiction the focus of "angst." Nevertheless, the characters C-3PO and R2-D2 in George Lucas' "Star Wars" demonstrate Bergsonian comic principles primarily through reversal—a machine acting like a person—and sometimes through double reversal—a machine acting like a person acting like a machine. (RS)

ED 312 708 CS 506 884

Roth, Lane

"Vraisemblance" and the Western Setting in Contemporary Science Fiction Film.

Pub Date—85

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Analysis, Cultural Context, Film Criticism, *Film Study, Motifs, Popular Culture, *Science Fiction

Identifiers—*Film Genres, *Western (Films)

Analyzing the setting of six recent "blockbuster" films, this study outlines numerous instances of the Western's influence on several contemporary science fiction films. "Star Wars," "Battletstar Galactica," "Star Trek: The Motion Picture," "The Black Hole," "The Empire Strikes Back," and "Battle Beyond the Stars." The correspondence of this phenomenon to cultural models of reality is also explored. Teenagers, according to 1979 survey findings, account for almost 50 percent of total yearly box office admissions. This age group may be primarily responsible for the record-breaking success of science fiction films and the virtual disappearance of the conventional Western in the last four years. Perhaps this is because the young movie audience did not find the Western culturally "vraisemblable," i.e., meaningful in terms of cultural reality. The study concludes that the classic Western visual motifs like the saloon, the devastated homestead, the campfire, the horse, and the wilderness persist in the artificial setting of the science fiction film. (Thirty notes are included.) (RS)

ED 312 709 CS 506 886

Jones, Steve

Technology, Sound and Popular Music.

Pub Date—May 89

Note—21p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audio Equipment, *Audiotape Recordings, Bands (Music), Media Research, Music, Musicians, *Music Techniques, Rock Music, *Technological Advancement

Identifiers—*Popular Music

The ability to record sound is power over sound. Musicians, producers, recording engineers, and the popular music audience often refer to the sound of

a recording as something distinct from the music it contains. Popular music is primarily mediated via electronics, via sound, and not by means of written notes. The ability to preserve or modify organized sound is a means of controlling sound independent of its creation or creator. Recording enables the fixation of music based on improvisation, one of popular music's most important characteristics. Recording technology has greatly affected the recreation of studio sound in a performance setting—it is now common for a group to make a digital sample of the sounds created in the studio and use those in performance. Popular music production has traditionally been concerned with finding new sounds and reconfiguring old ones. This search for new sounds is at the heart of modern musical instrument technology. Authenticity is again at stake, for there is a rift between those who create their own sounds and those who buy others' sounds. Record producers as well as the identity of a group or artist can be associated with sound. Recording technology, as the means by which sound is manipulated and reproduced, is the site of control over sound, and therefore the site of musical and political power in popular music. (Thirty-six notes are included.) (MG)

ED 312 710 CS 506 888

Davis, Donald M. Walker, James
Countering the New Media: The Resurgence of Inheritance Effects in Primetime Network Television.

Pub Date—Nov 89

Note—21p; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Audience Analysis, Audience Response, Cable Television, Popular Culture, *Programming (Broadcast), *Technological Advancement, Television Research, *Television Viewing

Identifiers—Audience Research, *Inheritance Effects (Television), Nielsen Ratings, *Prime Time Television, Television Networks

A study examined the impact of remote control devices, videocassette recorders, and cable television on inheritance effects (the tendency for viewers to continue watching a channel at the conclusion of a program). Inheritance effects were measured by calculating the correlation between program share and lead-in program share for all primetime programs with a network lead-in for the years 1983 to 1988. For each year studied, program shares (2,192 in all) were selected for two weeks in January, April, July, and November to insure that yearly comparisons could be made and that sample programs were stratified to control for the possible influences of seasonal audience changes and ratings sweeps. Results indicated that inheritance effects in network primetime programming were found to have decreased in the 1983, 1984, and 1985 seasons. However, results also indicated that the decreases in inheritance effects were reversed for the years 1986 to 1988. Findings suggest the composition of the network primetime television audience is changing and that the networks are possibly adjusting their promotion and scheduling practices to counteract declining inheritance effects. (Two tables of data and a note are included; 20 references are attached.) (RS)

ED 312 711 CS 506 889

Haiman, Franklin S.
A Tale of Two Countries: Media and Messages of the French and American Presidential Campaigns of 1988.

Northwestern Univ., Evanston, IL. Inst. for Modern Communications.

Pub Date—89

Note—47p; Project also supported by the Law and Social Science Program, Northwestern University.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Communication Research, Comparative Analysis, Cultural Context, Foreign Countries, *Mass Media Role, Media Research, Persuasive Discourse, *Political Campaigns, *Presidential Campaigns (United States)

Identifiers—*France, *Political Communication
This paper analyzes the similarities and differences between the French and American presiden-

tial election campaigns of 1988, focusing in particular on the processes of political communication. After discussing the framework of law, tradition, and climate of opinion within which political campaigns take place in these two countries, the paper compares and contrasts the media use and messages of the two campaigns, analyzing in turn each of the following elements: (1) affiches (posters of various sizes and colors plastered on walls, the most omnipresent medium of communication in a French election campaign); (2) meetings and rallies; (3) print media; (4) mail; (5) radio; (6) television-direct access; (7) television-indirect access; (8) new media technologies; and (9) political satire. Having examined the similarities and differences in the media of communication of the two presidential campaigns, the paper compares the messages communicated on the following topics: the Soviet Union and national defense; the economy; crime and punishment; images of leadership; and "playing both ends along with the middle." Lastly, the paper discusses the final results and draws conclusions. Fifty-six notes are included. (SR)

ED 312 712 CS 506 890

Sneed, Don Wulfmeyer, Tim
Video Report Cards: Testing the Effectiveness of Visual Summative Evaluation.

Pub Date—May 89

Note—20p; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Communication (Thought Transfer), Higher Education, Journalism Education, Mass Media, Media Research, *Parent School Relationship, Questionnaires, *Report Cards, *Student Evaluation, Technological Advancement, Undergraduate Students, *Videotape Recordings

Identifiers—San Diego State University CA

The purpose of the pilot study described in this paper was to produce a set of video report cards for the parents of a small group of college journalism students and then to determine the perceived effectiveness of such cards. Fifteen students at San Diego State University volunteered to participate in the study. Questionnaires were distributed to parents, designed to elicit their evaluations of the effectiveness of the video report cards as a method for communicating information about grades and the process of assigning grades. Fifty-seven percent of the parents returned questionnaires. About 95% of these parents said video report cards (VRC) were a good idea for college students. In general, mothers tended to react more favorably to the concept of VRCs than did fathers. The problems associated with production were related to obtaining video cassette recorders and equipment to prepare the tapes. The parents of college students in this survey overwhelmingly approved of the concept of video report cards. Such a response warrants further study and experimentation with VRCs. One of the greatest benefits of VRCs may be their ability to enhance the outreach programs of colleges and universities. (One table of data is included and 21 references are attached.) (MG)

ED 312 713 CS 506 891

Beaven, Mary H.
Leadership, Charisma, Personality, and Power.

Pub Date—89

Note—11p; Paper presented at the Annual Meeting of the National Women's Studies Association (Towson, MD, June 19-24, 1989).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Audience Response, Cultural Context, *Leadership, Personal Autonomy, *Personality, *Persuasive Discourse, *Power Structure, Social Change, Values

Identifiers—*Charisma, *Transformational Leadership

Transformational, charismatic leadership occurs in a conflict-ridden situation, where attendant emotional travail is so uncomfortable that macro and micro structures will admit to change in efforts to relieve the tension. An inspirational message that redefines and reprioritizes deeply cherished values and the leader's role-modeling influence serve as catalysts that prompt constituents to transform themselves at the same time that they transform the social environment. New topics of conversation in-

sue forth in I-Thou dialogues, and social support evolves to foster new cognitions, feelings, and behaviors. Individually and collectively, people become increasingly powerful—able to predict the consequences of their behavior. However, because of the fundamental attribution error, attention is focused on the leader who serves primarily as the catalyst and symbol of individual control over a complex environment. More attention needs to be focused on those who actually change themselves and the situation in the phenomena known as charismatic, transformational leadership. (Twenty-five references are attached.) (Author/SR)

ED 312 714 CS 506 893

Gabrielsson, Ake Paulsson, Margareta
Actors' General Conceptions and Strategies for Local Development: An Application of Perspective Text Analysis. Cognitive Science Research No. 28.

Lund Univ. (Sweden). Cognitive Science Research. Pub Date—89

Note—29p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Community Characteristics, *Community Development, Comparative Analysis, *Cultural Background, Cultural Context, *Discourse Analysis, Foreign Countries, Interviews, Language Role, Local Government, *Local Issues, Municipalities

Identifiers—*Perspective Text Analysis, *Sweden

A study was conducted to examine the interdependence between "actors" (persons responsible for solving problems within their municipalities) conceptions and local strategies for development. Two peripheral municipalities with development problems are compared. The municipalities have a shared history and culture and a similar economic life, yet they seem to have different developmental strategies. Depth interviews with two significant actors were analyzed using Perspective Text Analysis, applicable to natural text. The two actors (A and B) were alike with respect to traditional characteristics. Their general conceptions, however, could be ascribed to different traditions of ideas. The actors had disparate views of nature. There were differences in perspectives on time, in enacted problems, in perception of what is rational and reasonable, as well as contradictions in society. Consequently they saw different solutions to the development problems. Actor A favored adaptation to markets and structures and technical entrepreneurship. Actor B advocated an ecological approach to development and demanded more radical changes in values and structures. One conclusion of the study is that there is an established connection between the significant actors' general conceptions and the local strategies. (Five figures and one table are included. One appendix with explanatory material is attached.) (Author/MG)

ED 312 715 CS 506 894

Novak, Glenn D.
Turning History into a Radio Program: Broadcast Interns and the National Archives.

Pub Date—19 Nov 89

Note—52p; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Broadcast Industry, *Experiential Learning, Higher Education, Instructional Innovation, Interdisciplinary Approach, Program Descriptions, *Programming (Broadcast), *Radio, *Scripts, *Student Experience, Student Research
Identifiers—*National Archives Atlanta Branch GA, West Georgia College

Most broadcast educators realize the importance of experiential learning as a tool for preparing students for careers in radio and television. An innovative new program was set up between West Georgia College and the Atlanta Branch of the National Archives. A pilot project involved six teams of two students each in a scriptwriting class. Students were expected to visit the Atlanta facility, meet the director and his staff, select an appropriate historical record, transform it into a dramatization, create a script, and produce a 10-15 minute tape suitable for radio broadcast. That is, each student was to function as a sort of part-time intern, learning the techniques of archival research from the director and his staff, and learning the process of scriptwriting from

the classroom instructor. Another project involved four students (in a combined internship and advanced radio production course) in the creation of a half-hour radio variety program along the lines of "All Things Considered," but emphasizing historical events. Such projects (1) allow students to continue to enroll in coursework while getting intern experience; (2) place students in a genuine writer-client relationship; and (3) emphasize creativity and writing skills. (Appendices contain the initial project proposal, sample archival document, a history vignette, a completed radio script, a prototype variety show format, client evaluations, and documentation sheets.) (SR)

ED 312 716 CS 506 895

Hayes, Kathleen C. Facinoli, Sandra L.

4HPRK: Communication-A Professional Research and Knowledge Taxonomy for Youth Development.

National Agricultural Library, Beltsville, MD.

Pub Date—Sep 88

Note—15p; For 1988 edition, see CS 506 896.

Available from—Youth Development Information Center, National Agricultural Center, United States Department of Agriculture, Beltsville, MD 20705 (free).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Group Dynamics, Information Technology, Interpersonal Communication, Listening Skills, Nonverbal Communication, *Rural Youth, *Speech Communication, Verbal Communication, *Youth Programs

Identifiers—4 H Clubs, *4 H Programs, Department of Agriculture, *Extension Service

The result of a project funded by the Extension Service of the United States Department of Agriculture called Professional Knowledge and Research Base of Extension 4-H Youth Development (4hprk), this 18-item annotated bibliography represents a compilation of resources (on the topic of communication) most frequently identified by Extension 4-H Youth Development professionals as cornerstones for their educational programs. Topics include interpersonal, group, verbal, presentation, written, nonverbal, and listening skills as well as information technology. Publications listed in the bibliography are accessible electronically (through AGRICOLA, the National Agricultural Library's electronic database) and in hard copy. (SR)

ED 312 717 CS 506 896

Facinoli, Sandra L.

A Professional Research and Knowledge Taxonomy for Youth Development: Communication, Revised.

National Agricultural Library, Beltsville, MD.

Pub Date—Sep 89

Note—14p; For 1988 edition, see CS 506 895.

Available from—Youth Development Information Center, National Agricultural Center, United States Department of Agriculture, Beltsville, MD 20705 (free).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Group Dynamics, Information Technology, Interpersonal Communication, Listening Skills, Nonverbal Communication, *Rural Youth, *Speech Communication, Verbal Communication, *Youth Programs

Identifiers—4 H Clubs, *4 H Programs, Department of Agriculture, *Extension Service

The result of a project funded by the Extension Service of the United States Department of Agriculture called Professional Knowledge and Research Base of Extension 4-H Youth Development (4hprk), this 26-item revised annotated bibliography represents a compilation of resources (on the topic of communication) most frequently identified by Extension 4-H Youth Development professionals as cornerstones for their educational programs. Topics include interpersonal, group, verbal, presentation, written, nonverbal, and listening skills as well as information technology. Publications listed in the bibliography are accessible electronically (through AGRICOLA, the National Agricultural Library's electronic database) and in hard copy. (SR)

ED 312 718 CS 506 897

Kielwasser, Alfred P. Wolf, Michelle A.

The Appeal of Soap Operas.

Pub Date—Feb 88

Note—28p; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Diego, CA, February 19-23, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audience Awareness, *Audience Participation, *Audience Response, *Mass Media Use, Popular Culture, Programming (Broadcast), *Soap Operas, Television Research, *Television Viewing

Identifiers—Entertainment, Gratifications Obtained, *Gratifications Sought, Uses and Gratifications Research

This paper provides a framework for developing an approach to understanding soap opera's appeal as a direct function of both the genre's form and of its fans' viewing behavior. The paper suggests that while this analysis is largely critical, other studies from both critical and social scientific approaches can be based upon the framework and assumptions developed here. The paper is divided into the following sections: (1) a relational approach to understanding television viewing; (2) the dramatic serial gratification process; (3) the cumulative function of the gratification process; and (4) the further impact of time upon the viewing relationship. It is concluded that continued critical analysis of the generic structure of the serials is needed to detail more completely and accurately the soap opera events that provide continuous gratification to serial viewers. One table of data is included and 24 notes are attached. (MG)

ED 312 719 CS 506 898

Kielwasser, Alfred P. Wolf, Michelle A.

Thinking about Television: Toward a Social Cognition Theory of Mass Communication.

Pub Date—May 88

Note—29p; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988). Best available copy.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Mass Media Use, Research Methodology, *Self Concept, *Social Cognition, *Television, Television Research, *Television Viewing, Theory Practice Relationship

Identifiers—Media Habits

This paper, (observing that socialization about interactions with, and influences of the mass media are interrelated in important and understudied ways), briefly reviews the notion of "self" as defined through socially constructed matrices, and discusses evidence supporting the influence of social cognition as a factor in human behavioral outcomes. The implications of these ideas are examined in terms of media-related behaviors, particularly television usage. The paper proposes a broad reciprocal interaction scheme for elaborating the role of imputed attributions in the process of mass media influences. Following an introduction, the sections discuss self-perception and media use; the self in the context of television usage; social cognitive perceptions of television usage; research possibilities; and steps toward a reciprocal interaction scheme for understanding the processes of mass communication influences. (One figure is included, and 25 references are attached.) (SR)

ED 312 720 CS 506 899

Kielwasser, Alfred P. And Others

Toward a Phenomenological-Longitudinal Model of Media Gratification Processes.

Pub Date—Oct 89

Note—43p; Paper presented at the Conference on Culture and Communication (Philadelphia, PA, October 1989).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audience Response, *Communication Research, *Mass Media Use, *Models, Qualitative Research, *Research Methodology

Identifiers—Communication Theory, *Uses and Gratifications Research

While not dismissing the "uses and gratifications" approach to research, this paper attempts to increase the theoretical and practical utility of gratifications measures by approaching them through a more phenomenological and longitudinal tack. The paper suggests that any "gratification unit" is given a unique meaning by the situated-gratified individ-

ual (a phenomenological consideration) and that the very perceptions of such units change as the individual's relationship to the media content develops over time (a longitudinal consideration). Specifically, the paper argues that a longitudinal, processual sensitivity can be achieved through a reorientation to mediated communication. The paper is in six sections, as follows: (1) Introduction; (2) Where We Are vs. Where We Want To Be: The Traditional Model; (3) What's the Use? (discussing problems in the research and depiction of uses in the traditional model); (4) The Interpretive Audience: Gratification as Meaning; (5) A Longitudinal-Relational Approach to Uses and Gratifications Analysis; and (6) Three Uses of Naturalistic Inquiry in Uses and Gratifications Research. One figure is included and 60 references are attached. (Author/SR)

ED 312 721 CS 506 902

Beam, Randal A. Bernstein, James

The Impact of Channel Reliance on Tactical Mobilizing Information about HIV Transmission.

Pub Date—Aug 89

Note—34p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, Analysis of Variance, Communication Research, *Information Needs, *Information Sources, *Public Health, Public Opinion, Surveys

Identifiers—Interactive Communication, *Mobilizing Information, University of Oregon

A study was conducted to test the hypothesis that individuals who rely solely on interactive channels for Human Immunodeficiency Virus (HIV) prevention information will have different levels of accurate Tactical Mobilizing Information (MI) on HIV prevention than those who rely solely on non-interactive channels. The hypothesis was tested using data collected in a telephone survey of 358 undergraduate students at the University of Oregon in late February and early March 1988. The survey questions dealt with the mass media, AIDS, and sexual and drug-use behavior. The response rate for the survey was 68%. A one-way analysis of variance was done with Tactical MI as the dependent variable, channel reliance as the factor, and concern and attention as covariates. Results showed no evidence that reliance on interactive or non-interactive information channels predicts to higher levels of tactical mobilizing information on HIV transmission. This finding would be consistent with suggestions that "pitting" information channels against each other in a search for various effects tends to reify the role of the sender in the communication process. Findings are lacking in that they do not illuminate much about what channel reliance might mean in terms of the strategies or mechanisms individuals use to negotiate their communication environment or the antecedent conditions for reliance on one kind of channel versus another for information on HIV transmission. (Three tables of data and 41 footnotes are included.) (MG)

ED 312 722 CS 506 904

Pullum, Stephen J.

His Speech Betrayeth Him: The Healing Rhetoric of Ernest Angley, Akron's Idiosyncratic Televangelist.

Pub Date—Nov 89

Note—38p; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audience Awareness, Communication Research, *Persuasive Discourse, Religion, Religious Organizations, Rhetorical Criticism

Identifiers—*Angley (Ernest), Charisma, Evangelical Christians, Rhetorical Strategies, *Televangelism

This paper examines the rhetorical factors behind the success of Ernest Angley, non-denominational televangelist in Akron, Ohio. After describing the historical background of Angley and Grace Cathedral, the paper identifies some of the dominant beliefs that Angley espouses in his preaching. The paper then explains how these themes work in combination with other rhetorical strategies to gain Angley a large following. Following an introduc-

tion, the paper is in four sections: (1) Background of Angley and Grace Cathedral; (2) Angley's Prevailing Themes (faith healing, holy spirit baptism, and visitations from God); (3) Rhetorical Appeals (Angley's appearance and performance; humility and sincerity; Angley's appeal through love, hope, inspiration for the physically maimed; Angley as the ultimate legitimater; music as entertainment); and (4) Conclusion. Eighty-three notes are included. (SR)

ED 312 723 CS 506 905

Decker, Warren

Policy Debate: An Activity Worth Saving.

Pub Date—Nov 89

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, Nov 18-21, 1989).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Debate, *Debate Format, Higher Education, Judges, Public Speaking, Speech Instruction

Identifiers—Debate Theory, *Debate Tournaments, *Policy Debate

Policy debate as an activity should be maintained but must be invigorated. Some reasons to save policy debate are (1) the benefit to large numbers of students who might otherwise fail to debate given the increased difficulty associated with learning how to play the game; (2) the shrinking size of policy tournaments, which makes it easier for programs to enter the activity and hope to have a measure of success; and (3) the increased number of topics that receive consideration, which results in increased awareness of significant contemporary problems. The growth of policy debate can be fostered by making a commitment to the development of novice debaters; judging the impact of college debate institutes; filling the resource gap by sharing materials; and modifying the point system to reward programs which field large numbers of teams. (KEH)

ED 312 724 CS 506 908

Gayle, Barbara Mae

Implementing Feminist Pedagogy in the Public Speaking Course.

Pub Date—Nov 89

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Group Discussion, Group Dynamics, Higher Education, Journal Writing, Peer Evaluation, *Public Speaking, *Speech Curriculum, *Speech Instruction, Speech Skills, *Student Centered Curriculum, Student Evaluation, Student Journals

Identifiers—*Empowerment, Student Centered Assessment

By using exercises to increase classroom community and journal assignments rather than tests, teachers can help empower students in the public speaking classroom. To create a sense of community in public speaking classrooms and to increase opportunities for dialogue on a personal level, an ungraded speaking assignment is used that begins the first day of class. Journal assignments are an excellent way to bridge a student's past experiences or private deliberations with their classroom presentations. Informal writing in the journal is assigned to help students internalize and experience reading and lecture materials. Small group meetings begin as informal sharing about individual class presentations and continue throughout the semester to build foundations for a more refined evaluation process. The most problematic aspect of implementing feminist pedagogy or connected learning techniques in the classroom has been the dogmatic method of evaluation which is teacher-as-authoritarian centered. A multi-faceted evaluation system helps empower students and helps them to recognize their academic voices, while also establishing the teacher-as-facilitator. (One appendix with sample journal entries is attached.) (MG)

ED 312 725 CS 506 909

Gerbner, George

Symbolic Functions of Violence and Terror.

Emerson Coll., Boston, Mass.

Spons Agency—Association for Education in Jour-

nalism and Mass Communication; Gannett Foundation, Rochester, NY.

Pub Date—Jul 88

Note—8p.; Terrorism and the News Media Research Project. For related documents, see CS 506 859 and CS 506 861.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Mass Media Effects, *Mass Media Role, Media Research, News Media, Political Issues, *Symbolism, Television, *Terrorism

Identifiers—Media Coverage, Media Government Relationship

The highly selective and politically shaped portrayals of violence and terror conceal rather than reveal the actual incidence and distribution of real violence and terror. These portrayals, including the choice of labels, serve as projective devices that isolate acts and people from meaningful contexts and set them up to be stigmatized and victimized. Symbolic uses benefit those who control them. They are usually states and media establishments, not small-scale or isolated actors or insurgents. The mass ritual of television presents a world which is power oriented. Though perpetrators of small-scale acts of violence and terror may occasionally force media attention and, in that sense, seem to advance their cause, in the last analysis such a challenge serves to enhance media credibility (just reporting the facts) and is used to mobilize support for repression, often in the form of wholesale state violence and terror or military action, presented as justified by the provocation. (RS)

ED 312 726 CS 506 916

McDowell, Earl E.

The Development of an Instructional Program on Employment Interviewing.

Pub Date—20 Nov 89

Note—18p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Software, Computer System Design, Computer Uses in Education, *Employment Interviews, Higher Education, *Instructional Development, Instructional Effectiveness, Teacher Developed Materials

Identifiers—*Hypercard, *Interviewers

A team project was conducted to develop software designed to help undergraduate and graduate students play both the roles of interviewer and interviewee. The project was designed to determine how students with various degrees of experience of employment interviewing felt about the software. Students from three sections of a graduate level course and students from three sections of a senior level course participated in the pilot study. The composite sample consisted of 54 interviewing students and 73 writing students. After completing the program, students were asked to respond to two open questions and several closed questions. Results indicated over 80% of the participants felt that the amount of information in the review stacks, and the explanations about the responses to the questions concerning whether the answers were correct or incorrect were the most important advantages of the software program. Overall, the software provides both students who are inexperienced in interviewing and those with more experience, information that will help them perform effectively both as interviewer and interviewee in the employment interview. (Six figures are included.) (MG)

ED 312 727 CS 506 917

Backlund, Phil And Others

Assessing the Outcomes of College: Implications for Speech Communication.

Pub Date—Nov 89

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Evaluation, *Evaluation Methods, *Evaluation Problems, Faculty, Higher Education, *Outcomes of Education, *Program Evaluation, *Speech Communication, Testing

The pressure to assess educational outcomes comes from a variety of national, regional, and state forces. The primary thrust of most current state

initiatives is to encourage institutions to undertake their own appropriate local assessment efforts. The narrow view of assessment focuses upon the use of standardized tests to show the outcomes of learning, while the broader view suggests that effective assessment involves many measurement methods spaced over a period of time. The primary issue regarding the purpose of assessment seems to be: Is the student being tested or is the institution being tested? The favored purpose appears to be a formative one which gathers information on the quality of college programs in attaining broadly defined outcomes and promoting change to improve that quality. A secondary purpose appears to be the need to determine whether or not students have the abilities that their degrees are supposed to certify. Each speech communication department around the country will probably be faced with the assessment issue in one form or another. Administrators and faculty members need: (1) a clear statement of anticipated outcomes; (2) to be actively involved in planning college assessment programs; and (3) to acquaint themselves with the various standardized measures which they might choose or which might be chosen for them. (Twenty-four references are attached.) (MG)

ED 312 728 CS 506 920

Spillers, Cindy S. Katz, Virginia T.

The Adult Daughter Project: Communication and Life Aspirations.

Pub Date—Nov 89

Note—26p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Aspiration, Achievement Need, Career Choice, College Students, Communication Research, Daughters, Higher Education, *Interpersonal Communication, Motivation, *Occupational Aspiration, Parent Aspiration, *Parent Attitudes, *Parent Child Relationship, Role Models

Identifiers—*Communicator Style, Parent Child Relations Questionnaire

A pilot study was conducted to develop a reasonably complete picture of young women as they assessed their parent's influence on them, viewed their futures, and reported on their own communicative behavior. Eighteen single, white, midwestern college women between the ages of 18 and 23 were the subjects of the study. To obtain a maximum amount of information from the subject sample a combination of qualitative and quantitative methodologies was employed. Both the interviews and the correlation results point to interesting directions for study with a larger number of subjects. The mother's educational status, but not her occupation, seemed to correlate with commitment to career on the part of the daughters. Results indicated that a relationship might exist between "overt concern" from father and career commitment, and "overt concern" from mother and a desire for marriage and family. With regard to the finding of relationship between commitment to career and the self report of a communicator style factor labeled "dramatic", reactions were varied and it was felt this area would profit from further study. Evidence of sex role attitudes that were communicated in the interviews will also continue to be explored. Based on these preliminary findings, subsequent research might involve developing a new self-report instrument aimed at further exploration of the above-mentioned factors associated with clarity of life aspirations. (One figure and 3 tables of data are included. Twenty-one references are attached.) (MG)

ED 312 729 CS 506 923

Morgan, Argiro L.

Communication Skills for Teachers.

Pub Date—Nov 89

Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, *Communication Skills, Curriculum Design, Higher Education, *Interdisciplinary Approach, Teacher Education, *Teacher Education Curriculum, *Teacher Education Programs, Theory Practice Relationship

One of the most neglected aspects of teacher training is thorough preparation in the diverse communication skills that are needed by good teachers in today's schools. Pre-professional teachers require a grounding in communication theory, a thorough knowledge of how children acquire competence in their native language over years of growth and experience, an understanding of how language is used in and is structured by different ethnic groups in our multicultural society, an ability to discern and to respond sensitively to the body language used in a communicative transaction, rhetorical skills for the organization and delivery of specific knowledge and skills, and a grounding in group dynamics and group discussion skills. A two-semester interdisciplinary course in communication should be required of all teacher candidates. Faculty from communication, psychology, English, and education should be involved in the planning and teaching experiences of this course. Such an interdisciplinary course should attend to both the theoretical and the practical aspects involved in the communicative act, since communication is the core of teaching. (A list of communication needs for educators is attached.) (MG)

ED 312 730 CS 506 926

Weitzel, Al R. Ashton, Kate
Focusing on a Speakers' Bureau as a Community Service Experiential Learning Project.
Pub Date—Nov 89

Note—9p; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, Nov 18-21, 1989).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Experiential Learning, Higher Education, *Public Speaking, *School Community Programs, Speech Communication, Speech Instruction, *Student Experience

Identifiers—San Diego State University (CA), *Speakers Bureau

This project was designed and implemented at San Diego State University to provide experiential education for speech communication students by serving community organizations that have an interest in developing, maintaining or improving a speakers' bureau. Stage one of the project utilized eight students to conduct research of two types: library research and correspondence to identify professional practices related to bureaus. Stage two was the sponsorship of a community workshop and a pilot program that placed four students in an internship capacity in organizations, with the goals of developing or improving bureaus. Stage three sought to develop an on-going community network for those interested in bureaus. The long-term goal of the project was to have the speech communication department serve as a resource center for the community. Ideally, interested organizations would be able to contact the department and design an acceptable learning program for interns to begin or improve a bureau. This community service in turn would provide students with the challenge of training speakers, publicizing the organization, and worthwhile communication experience. (Seventeen references are attached.) (KEH)

ED 312 731 CS 506 932

Aiken, Joan E.
Teaching Communication: Ideas for Teachers and Directors of the Basic Interpersonal or Public Speaking College Course.
Pub Date—20 Nov 89

Note—153p; Segment of a short course presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, Communication Skills, Course Content, *Course Organization, Graduate Study, Higher Education, *Interpersonal Communication, *Public Speaking, *Speech Instruction, Teacher Developed Materials, *Teaching Models

Identifiers—Course Development

Designed to give directors and teachers of the basic communication course new ideas, increased enthusiasm, and an easier work load, this course segment is in three major parts. Part 1 discusses course administration, including direction, design,

and administration. Chapters in part one are: (1) Economics of the College Basic Communication Course; (2) Course Design (including sample objectives and syllabi); and (3) Administrative Policy (with suggestions for basic course administration and working with teaching assistants). Part two covers special instructional techniques, with chapters discussing: (4) Technology and Videotape in Communication Instruction; and (5) Using the Case-Discussion Method. Application is the topic of part three, with chapters on: (6) Uniqueness of Teaching Speech Communication; (7) Things to Do: Assignments, Activities, Feedback Forms; and (8) Activities to Improve Teaching. A final section lists 87 references and suggested readings. (SR)

ED 312 732 CS 506 934

Jackson, Faith L. Williamson-Ige, Dorothy
Communication Patterns of the Elderly in the Black Community.
Pub Date—Nov 89

Note—24p; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Community, *Black, Communication Research, *Communication Skills, Discourse Analysis, Females, *Interpersonal Communication, *Older Adults, *Verbal Communication

Identifiers—*Communication Patterns, *Conversation

This study (the second of a 2-part project exploring the communication patterns of the elderly) examined whether the quantity and frequency of conversational talk affected how favorably an individual was viewed as a partner for activities within a small social network of elderly black persons. Subjects, 5 black women ranging in age from 65 to 78, participated in 2 videotaped free-style discussions and completed a sociogram that was developed to depict the order of choices the 5 subjects made in choosing each other as partners for 10 social activities. Conversational patterns were examined by determining the number of times each subject talked, the amount of time spoken during the 2 conversational periods, and the sequential order of the speakers. Results showed that subjects who placed medially in terms of quantity and frequency of conversational talk were the subjects most often selected as partners for social activities in both studies. (Three tables of data are included.) (SR)

EA

ED 312 733 EA 021 222

Improving the Preparation of School Administrators: The North Carolina Story. Notes on Reform.
National Policy Board for Educational Administration, Charlottesville, VA.

Pub Date—Aug 89

Note—21p.

Available from—Publications, National Policy Board for Educational Administration, University of Virginia, 405 Emmet Street, Ruffner Hall, Charlottesville, VA 22903 (\$6.50 prepaid).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, *Administrator Qualifications, Curriculum Development, Degrees (Academic), *Educational Change, *Fellowships, Graduate Study, Higher Education, *Interviews, *Management Development, Supervisor Qualifications

Identifiers—*North Carolina

In November 1986, the Board of Governors of the University of North Carolina accepted a recommendation of its Task Force on the Preparation of Teachers. The Task Force called upon the president to conduct a study for the purpose of designing a rigorous Doctor of Education program as a first professional degree program for senior school administrators. The president appointed a committee to develop a new Doctor of Education program for North Carolina. This document presents a conversation providing insight into the new program. An interview was conducted with Dr. Donald J. Stedman, associate vice-president for academic affairs, the University of North Carolina, and staff assistant

to the Doctor of Education committee. The topics of the discussion included: (1) curriculum issues; (2) reform proposals; (3) important features of the new program; (4) fellowships; (5) recruitment plans; (6) campus commitment; (7) faculty involvement; (8) administrator fears; (9) implementation stumbling blocks; and (10) the future of North Carolina's educational leadership program. (SI)

ED 312 734 EA 021 314

Ventures in Good Practice: Examples of Cooperative Initiatives for Successful Schools.

National Association of Elementary School Principals, Alexandria, VA; National Association of Secondary School Principals, Reston, VA; National Education Association, Washington, D.C.

Pub Date—Jun 89

Note—41p.

Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 (free; \$2.00 postage and handling charge). Communications Department, National Education Association, 1201 16th Street, N.W., Washington, DC 20036 (free). Publications Distribution, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Organization, *Decision Making, Elementary Secondary Education, *Participative Decision Making, *School Based Management, Teacher Administrator Relationship, *Teacher Participation

School-based decision-making helps create a professional environment for principals and teachers and improves the quality of decisions. This publication provides 11 examples of school and statewide initiatives aimed at school improvement through the use of shared decision-making. The projects detailed are under way in the states of Alaska, Indiana, Nebraska, New Jersey, North Carolina, Oregon, Virginia, and Washington. The project coordinators' names and addresses and brief program outlines are provided. (KM)

ED 312 735 EA 021 355

School/Community-Based Management. Final Report.

Hawaii State Dept. of Education, Honolulu.

Pub Date—6 Jul 89

Note—35p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Control, *Decentralization, Decision Making, Elementary Secondary Education, *Institutional Autonomy, Participative Decision Making, *School Based Management, School Community Relationship

Identifiers—*Hawaii

School/Community-Based Management (SCBM) improves the quality of education by providing schools with administrative flexibility and by empowering each school's community to make and implement decisions that will directly affect its members and students. To help individual school communities that are considering adopting SCBM understand how shared decisionmaking works, this document provides information on how traditional roles will change, what kind of organizational structure will best suit their particular needs, what parameters may define or limit their decisions, how regulations can be waived or set aside, and how each school will be held accountable under SCBM. To qualify for the SCBM program, which is open to all Hawaiian public schools, the school's community must first submit a letter of intent to the Department of Education; then the school must prepare and submit its proposal to implement. A proposal will be accepted only if a school's community can demonstrate full understanding of the SCBM concept, can assume responsibility for its own decisions, and can specify both success measures and intervention strategies for use if warranted. The appendix contains questions and answers, a covenant form, a qualification form, a waiver request form, a glossary, and task force member's names. (KM)

ED 312 736 EA 021 358

Evaluation of Chief Executive Officers in Canadian School Boards. CEA Information Note.

Canadian Education Association, Toronto (Ontario).

Pub Date—Sep 89

Note—32p.

Available from—Publications, Canadian Education Association, 252 Bloor Street West, Suite 8-200, Toronto, Ontario M5S 1V5, Canada (\$3.00 prepaid).

Pub Type—Tests/Questionnaires (160) — Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, *Administrative Evaluation, *Boards of Education, *Educational Quality, Elementary Secondary Education, *Evaluation Methods, Foreign Countries, Measurement Techniques, Questionnaires, *Superintendents

Identifiers—Ontario

The Canadian Education Association (CEA) examined the procedures Canadian School Boards use to evaluate their chief executive officers. In March 1989, CEA sent a questionnaire to superintendents and directors of education of the school boards that subscribe to the CEA Information Service, as well as to others. Of the 123 questionnaires sent, 81 responses were received, and of these, 21 indicated that they did not evaluate their CEOs even informally. Two-thirds of the CEOs (54) had contracts, and of these, 46 were evaluated by their boards. Fewer than one-third of the responding school boards had a formal evaluation form. There are three main levels of evaluation: (1) formal evaluation using a standard evaluation instrument, often with a quantifiable rating scale; (2) formal evaluation using descriptive guides but without a standard model or set form; and (3) informal evaluation, using neither guides nor models. A list of respondents, data tables, and sample evaluation models are appended. (S1)

ED 312 737

EA 021 359

Coleman, Donald G.

Organizational Effectiveness and Efficiency: Feedback Measures for Improving Administrative Performance.

Pub Date—Oct 89

Note—22p.; Paper presented at the Convocation of the California State Leadership Academy (Los Angeles, CA, October 1989).

Pub Type—Tests/Questionnaires (160) — Guides — Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Administrator Effectiveness, *Administrator Qualifications, Elementary Secondary Education, Evaluation, Individual Characteristics, *Individual Development, *Leadership Qualities, *Organizational Effectiveness

The administrator is a causal factor within his or her organization: task structure and psychological infrastructure are initiated and maintained within an organization by the administrator. Some administrators use inappropriate strategies and subsequently are unsuccessful in achieving organizational effectiveness and efficiency. To enable an administrator to build a personal development program, this document provides an anonymous survey for administrative subordinates to complete; the survey data can be computer calculated to derive 13 scores on variables associated with effectiveness and efficiency. Additionally, a psychographic profile can be obtained from the survey data on the administrator's subordinates to reveal patterns and outline the perceptions held. Also included in this packet is a six-page summary explaining the administrative evaluation process, the measures, and the scores; and the questionnaire used for the organizational climate survey. (KM)

ED 312 738

EA 021 367

Slyer, Sandra

Addressing Women's Issues in Educational Administration Preparation Programs.

Pub Date—Nov 89

Note—13p.

Pub Type—Opinion Papers (120) — Guides — Non-Classroom (055)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Administration, *Administrator Education, Administrator Selection, *Equal Education, Equal Opportunities (Jobs), *Females, Higher Education, *Women Faculty, Womens Education

Not only are women underrepresented in educational administration, they are disproportionately underrepresented in line for administrative roles as compared with female representation in staff positions. Women, with their human relations perspectives, dominate staff development jobs; however, it is the assistant principal rather than the curriculum

coordinator who typically becomes a principal. Faculty and administration responsible for the development of administration preparation programs have the opportunity to modify existing programs and positively affect female participation in administration. Women's issues must be integrated into the administrative program's curriculum by updating textbooks and broadening course lectures/presentations to include relevant women's issues. Women administrators can function as role models while informing students of the special challenges for females in administration. Additionally, a balance of male and female administrative program faculty members is necessary. Program evaluation by current students and past graduates may identify possible sex inequities and provide valuable information for future use in program planning and revision. Administration programs in cooperation with school districts can offer workshops, seminars, and other programs designed to attract qualified women into administrative careers. Graduate followup studies, program sponsored events, and graduate assistance may also be effective in modifying the male domination of the administrative profession. (KM)

ED 312 739

EA 021 373

Davies, Don And Others

Families and Schools in Portugal: An Exploratory Study of the Perspectives of Teachers and Low-Income Parents. IRE Report No. 15.

Institute for Responsive Education, Boston, Mass.

Pub Date—Jul 89

Note—222p.

Available from—Publications, Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215 (Stock No. 15P; \$13.50 prepaid).

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC09 Plus Postage.

Descriptors—Change Strategies, Educational Change, Educational Demand, Educational History, Educational Policy, Elementary Secondary Education, *Family School Relationship, Foreign Countries, *Parent Attitudes, *Socioeconomic Influences, *Teacher Attitudes

Identifiers—Portugal

Parent involvement in Portuguese government-sponsored schools is examined, focusing on the relationships between schools and parents of low economic and social status. This study was conducted in spring 1987 by a study team of 18 members, who interviewed more than 257 parents and teachers in nine of the country's districts. A brief characterization of the Portuguese context includes background information, particularly the impact of the April 25, 1974 revolution, the structure of the education system, and current problems and changes. The conceptual framework is explained, followed by extensive chapters on the parents' and teachers' perspectives, respectively. Survey results are discussed, giving the impressions of both teachers and parents of the other population; impressions of parent involvement and school-home relationship; and views on the purpose and importance of schools. One of the main impressions was the passivity and low expectations of the respondents. Few teachers talked to the parents about the benefits of parent involvement to parents themselves. Recommendations are made in the areas of parent education, homework, extracurricular activities, and home visitors. (28 references) (S1)

ED 312 740

EA 021 374

Beattie, Nicholas

Through the Looking Glass: A Western European Perspective on School Improvement in Massachusetts. IRE Report No. 16.

Institute for Responsive Education, Boston, Mass.

Pub Date—Jul 89

Note—15p.

Available from—Publications, Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215 (Stock No. 16P; \$3.00).

Pub Type—Opinion Papers (120) — Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Educational Change, *Educational Development, *Educational Improvement, Educational Quality, Elementary Secondary Education, *Foreign Countries, *Futures (of Society), *Organizations (Groups)

Identifiers—*England (London), *Massachusetts Teachers Association

This document presents the perspectives of a British educational leader on the school improvement councils of Massachusetts. Comparisons are made

between the Massachusetts Teachers' Association and the National Union of Teachers in London, including the bureaucratic apparatus of each nation. The "school improvement council is a product of its culture" is a connecting theme of the entire paper, which ends with the presentation of two alternative scenarios of school improvement councils in Massachusetts in the future. (10 references) (S1)

ED 312 741

EA 021 378

Baca, Christina C. And Others

Women At Risk Project. Dropout Factors Study. San Diego City Schools, CA. Community Relations and Integration Services Div.

Pub Date—11 Jul 89

Note—213p.

Pub Type—Reports — Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC09 Plus Postage.

Descriptors—Demography, *Dropout Characteristics, Dropouts, Employment Potential, *Females, *High Risk Students, *Literature Reviews, Out of School Youth, *Potential Dropouts, Secondary Education, *Withdrawal (Education)

Identifiers—San Diego Unified School District CA

School Dropouts have less employment and learning potential than graduates, contribute less to the economy, and add to social service costs. To identify a set of predictive dropout characteristics for females by racial/ethnic background and a set of intervention strategies to address those factors, telephone surveys covering 52 items were conducted with 668 (8 percent) of the San Diego City Schools' 8,365 short- and long-term dropouts of 1985-86 and 1986-87 from grades 8 through 12. For comparison, a sample of graduates, matched to the dropouts by grade point average (GPA) and ethnicity, was identified; 886 (7 percent) were contacted and surveyed. Additionally, a school nurse and counselor survey was conducted. The results indicate that for females, falling behind in school is the strongest factor for dropping out, while for males, falling behind, maintaining a low GPA, suspensions, and negative feelings toward school contribute to dropping out. On the average, the interviewed graduates scored higher on the Comprehensive Tests of Basic Skills in all areas than their dropout counterparts. Appendix A presents information that examines four areas of the dropout problem. The information focuses on female dropouts, and whenever possible, sex-related differences are discussed. The significance of the dropout problem is examined both for individuals and for society and national and San Diego City Schools' dropout rates are presented and discussed. In addition, through the examination of a selection of literature from the past and present, the characteristics of dropouts are outlined, and prevention and intervention strategies are described and evaluated. Appendixes B-G contain further information concerning dropouts in general and female dropouts in particular. Specifically, the appendices present: (1) the demographics for the total dropout and graduate population of students who either graduated from or dropped out of San Diego City Schools between August 1985 and July 1987; (2) a copy of the Women-At-Risk Project dropout/graduate survey; (3) the responses from an oral administration of the dropout/graduate survey; (4) a technical report of the discriminant analysis of information received from the dropout and the graduate groups; (5) a copy of the Women-At-Risk Project secondary nurses and counselors survey; and (6) a description of the nurses and counselors who responded to the questionnaire and their answers. (KM)

ED 312 742

EA 021 381

Proposed Legislation—"Educational Excellence Act of 1989." Message from the President of the United States Transmitting a Draft of Proposed Legislation To Promote Excellence in American Education by Recognizing and Rewarding Schools, Teachers, and Students for Their Outstanding Achievements; Enhancing Parental Choice; Encouraging the Study of Science, Mathematics, and Engineering; and for Other Purposes. 101st Congress, 1st Session (April 5, 1989).

Congress of the U.S., Washington, D.C. House. Report No.—House-Doc-101-41

Pub Date—89

Note—58p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Change Strategies, Educational Change, *Educational

Quality. *Elementary Secondary Education, Engineering Education, *Excellence in Education, Mathematics Education, Parent Participation, *Public Schools, Science Education, *Teacher Effectiveness, Teacher Employment, Teacher Employment Benefits

Identifiers—*Bush (George)

The Educational Excellence Act of 1989 is a bill designed to provide excellence in American education. Seven specific legislative initiatives are aimed at fulfilling this principle: (1) Presidential Merit Schools program; (2) Magnet Schools of Excellence program; (3) the Alternative Certification of Teachers and Principals program; (4) President's Awards for Excellence in Education; (5) Drug-Free Schools Urban Emergency Grants; (6) National Science Scholars program; and (7) Historically Black Colleges and Universities grants. The President's message is followed by the text of the bill. The document concludes with a section-by-section analysis of the Educational Excellence Act of 1989. (SI)

ED 312 743

EA 021 385

Rapp, James A. And Others

The Need to Know: Juvenile Record Sharing.

National School Safety Center, Malibu, CA.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Report No.—ISBN-0-932612-22-9

Pub Date—89

Grant—85-MU-CX-0003

Note—88p.

Available from—Publications, National School Safety Center, 16830 Ventura Blvd., Suite 200, Encino, CA 91436 (\$16.00; quantity discounts).
Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Confidentiality, *Confidential Records, *Crime, *Disclosure, Elementary Secondary Education, *Privacy, *Student Records, *Student Rights

Responding to the needs of children, particularly juvenile offenders, requires both good judgment and good information. Knowledge and awareness of a child's background and problems gives teachers, counselors, administrators, police, and other legal professionals guidance in developing proper education, programs, and counsel for the child. Confidential information should be shared on a routine, ongoing basis when specific needs warrant such sharing. Currently our juvenile justice system protects the privacy of the youthful offender convicted of serious crime to such an extent that the rest of society often is left at risk. In the first of two sections, this document outlines eight steps for the development of information management policies and interagency cooperation; included among these steps are: (1) determining what information is maintained by each member of the interagency partnership; (2) designating an "information management liaison" at each agency; and (3) periodically reviewing the effectiveness and appropriateness of the policies established. The second portion of this document generally examines each state's juvenile records statutes. Appended is a guide for the use of state statute tables, a model of a juvenile records code, a model of Family Education Rights and Privacy Act of 1974 legislation, and a collection of sample forms. (101 references) (KM)

ED 312 744

EA 021 386

Greenbaum, Stuart And Others

Set Straight on Bullies.

National School Safety Center, Malibu, CA.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Report No.—ISBN-0-932612-23-7

Pub Date—89

Grant—85-MU-CX-0003

Note—89p.

Available from—Publications, National School Safety Center, 16830 Ventura Boulevard, Encino, CA 91436 (\$10.00; quantity discounts).
Pub Type—Tests/Questionnaires (160) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Aggression, Delinquency, Elementary Secondary Education, *Prevention, Student Alienation, *Student Behavior, *Student Subcultures

Identifiers—*Bullying

Bullying, perhaps the most underrated problem in

America's schools today, distracts minds and inhibits the learning process; if left unchecked, it can destroy lives and place society at risk. Bullying is defined as one or more individuals inflicting physical, verbal, or emotional abuse upon another individual or individuals. Subliminal abuses related to bullying—such as being teased, intimidated, or intentionally excluded or ostracized—can create fear, anxiety, and pain tantamount to that resulting from physical abuse. In fact, fear of other students motivated 1 of every 12 student dropouts. This book, divided into two sections and four chapters, examines the bullying problem and defines solutions. Chapter 1 discusses the serious and widespread bullying phenomenon; highlighted is the escalation of the problem, if ignored. Chapter 2 pinpoints bully and victim characteristics, causes, and manifestations; permanent scars for the victim and a gloomy future for the bully are predicted. Chapter 3 suggests heightened public awareness to generate support for handling the antisocial bullying phenomenon and chapter 4 explores the intervention strategies of educator action, parental action, and student action. A list of resources is included, and the appendices contain both a student and an adult bully awareness survey. (102 references) (KM)

ED 312 745

EA 021 387

Improving School Bus Safety. Transportation Research Board Special Report 222.

National Academy of Sciences - National Research Council, Washington, D.C. Transportation Research Board.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—ISBN-0-309-04716-1

Pub Date—89

Note—221p.

Pub Type—Books (010) — Information Analyses (070)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Accident Prevention, *Bus Transportation, *Design Requirements, Elementary Secondary Education, Injuries, *Restraints (Vehicle Safety), *Safety, *School Buses, *Student Transportation, Traffic Accidents, Traffic Safety

While school buses transport more passengers per trip, the rate of occupant fatalities per mile driven for school buses is one-quarter that for passenger cars. Nevertheless, the public expects school districts and other school bus operators to take all reasonable precautions to protect children as they travel to and from school. Although a variety of safety improvements have been made to school bus design and operation, further improvements are always possible. Effective April 1977, the National Highway Traffic Safety Administration issued and modified a number of federal motor vehicle safety standards to enhance the safety of school bus transportation. For post-1977 school buses weighing less than 10,000 pounds, these standards require that passenger seats be equipped with seat belts. For school buses weighing more than 10,000 pounds, the standards do not require seat belts, but instead rely on strong, well-padded, energy-absorbing seats and higher seat backs to protect passengers during a crash. Prohibiting standees and raising the minimum height of seat backs from 20 to 24 inches can improve passenger safety during crashes. Measures to improve the safety of bus loading zones include school bus driver training, stop sign arms, school bus routing, and pedestrian safety. Appendices contain details about (1) school bus accidents; (2) brief narratives of fatal school bus accidents in three states; (3) supplemental information on 26 fatal school bus accidents; (4) narratives of 13 fatal school bus accidents in Texas; and (5) cost-effectiveness analysis of school bus safety measures. (KM)

ED 312 746

EA 021 391

School-Based Management. The Best of ERIC on Educational Management, Number 97.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 88

Contract—400-86-0003

Note—5p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$2.50 prepaid postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Budgeting, *Decentralization, Decision Making, Elementary Secondary Education, *Participative Decision Making, *School Administration, *School Based Management, School Supervision

The first 3 of the 11 publications reviewed in this annotated bibliography discuss both the benefits of school-based management (SBM) to educational quality and the appropriate degree of school district involvement in developing educational objectives, providing training for school management teams, and monitoring school-site leadership. Subsequent reports include: a study of the impact of SBM on accountability, flexibility, and efficiency; a review of four elements that are necessary for the school to become the primary decisionmaking unit; and a report that advocates evaluation of both the benefits and the potential problems of SBM before implementation. The remaining documents suggest that the district office should facilitate rather than dictate SBM, discuss the composition of SBM decisionmaking councils, encourage central office aid in decentralization by briefly and generally stating policy, explore the possibility of the school as the focal point for all endeavors without possessing complete authority, and investigate the SBM budgeting development and success. (KM)

ED 312 747

EA 021 392

Preparation of Principals. Best of ERIC on Educational Management, Number 98.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 89

Grant—400-86-0003

Note—5p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$2.50 prepaid postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, *Administrator Role, Annotated Bibliographies, Assistant Principals, Elementary Secondary Education, Higher Education, *Principals, *School Administration, School Supervision, *Supervisor Qualifications

Included in this annotated bibliography of 11 publications are reports asserting that principals primarily are instructional leaders whose training must include a strong mentor relationship and expanded experiential education. Subsequent reports suggest that educational programs should prepare students for the socialization aspects of their future administrative roles, assert that student achievement is the most important outcome of schooling, explore the negative aspects of the reform movement and the imposition of a set of practices and curricula upon principals, address the disagreement among professors regarding an educational administration program due to the diversity of the school leadership role, and encourage the principal education programs to teach those skills specifically required for the administrative profession. The remaining documents reviewed suggest that: school districts should create assistant principal academies; traditional academic programs do not prepare their students for the complex and dynamic situations that principals face; university education departments have not adopted recent insights on principal preparation; and a restructuring of national understanding of future educational leadership requirements must occur. (KM)

ED 312 748

EA 021 395

Koprowicz, Constance L.

Selected Legislative Innovations in State Education Policy: 1988.

National Conference of State Legislatures, Denver, CO.

Report No.—ISBN-1-55516-241-X

Pub Date—Dec 88

Note—9p.

Available from—Book Order Department, National Conference of State Legislatures, 1050 17th Street, Suite 2100, Denver, CO 80265 (\$5.00).
Journal Cit—State Legislative Report; v13 n37 Dec 1988

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022) — Legal/Legis-

lative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Early Childhood Education, Educational Finance, *Educational Improvement, *Educational Innovation, Elementary Secondary Education, Governance, Higher Education, *High Risk Students, *Parent Participation, School Law, *State Legislation, Teacher Education Programs

Identifiers—*Colorado

Facing limited financial resources and a need to encourage large-scale school improvements, state legislators are addressing selected educational problems through such policy approaches as funding experimental programs, designing incentives for school improvement, and encouraging parental involvement. Identified within this document are a number of creative legislative approaches to educational issues initiated during the 1988 National Conference of State Legislatures session; due to the high volume of state interest, six topics were chosen for discussion. First, demonstration projects, court involvement, and revocation of driving privileges are outlined as methods of solving the problem of at-risk youth. Second, early childhood education is examined as a means of placing young, at-risk students on the road to educational success. Third, student incentives and alternative certification are targeted in the effort to attract quality candidates to the teaching profession. Fourth, school policy formation and governance are mentioned. Fifth, a 1988 Colorado comprehensive school finance act is noted. And sixth, strengthening community/parental involvement through school choice and greater home schooling opportunities and expanding community participation and educational opportunities are addressed. (KM)

ED 312 749 EA 021 396

Haertel, Geneva D. And Others

Capturing the Quality of Schools: Approaches to Evaluation.

Pub Date—Mar 89

Note—52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accountability, Accreditation (Institutions), Educational Assessment, *Educational Quality, Elementary Secondary Education, *Evaluation Methods, Excellence in Education, *School Effectiveness

This document reviews several approaches used to examine schools, evaluate their quality, or compare them to one another. The rationale and major purposes of each approach, the variables and processes employed, and the potential contributions of that approach to a comprehensive evaluation model are addressed. Six approaches are covered: (1) models used in state-level accountability systems; (2) models used in school recognition programs; (3) effective schools research paradigm; (4) self-study approaches; (5) models used in the accreditation process; and (6) models based on rich, contextualized descriptions of schools. The various approaches focus primarily on either school-process variables or outcome variables; few implementations offer thorough coverage of both. Drawing on the discussions of these six approaches, this paper then presents some implications for a methodology of comprehensive school evaluation. Examples of variables/indicators for use in comprehensive school-level evaluation, and two figures are appended. (SI)

ED 312 750 EA 021 399

Araki, Charles T. And Others

Research Results and Final Report for the Dispute Management in the Schools Project. PCR Working Paper Series.

Hawaii State Dept. of Education, Honolulu, Hawaii Univ., Manoa. Program on Conflict Resolution. Spons Agency—William and Flora Hewlett Foundation, Palo Alto, Calif.

Report No.—PCR-WP-1989-3

Pub Date—Feb 89

Note—265p.; Some tables may reproduce poorly due to small or faint and broken print. Also partially funded by the Wallace Alexander Gerbode Foundation.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—College School Cooperation, *Con-

flict, *Conflict Resolution, Elementary Secondary Education, Higher Education, *Interpersonal Communication, *Problem Solving, *Student Participation, Teacher Student Relationship

Identifiers—*Hawaii State Department of Education, *University of Hawaii

To develop and test an experimental model of dispute or conflict management through mediation in a school complex, and to examine the basic nature of conflict in schools, the Dispute Management in the Schools Project (DMSP) was conducted. The 3-year mediation project, begun in January 1986, involved an elementary school, an intermediate school, a high school, and five additional nonproject schools for comparison. A case study model was followed. The techniques for gathering information included questionnaires, multiple interviews, three school climate surveys, and school profile reports. Results indicate that the DMSP, as it was developed and installed, had a good start in the three schools. Mediation proved to be effective in managing student/student disputes, but additional research is recommended to determine the effectiveness of mediation in student/school or school/community conflict. The majority of those involved believed that the mediation project had positive effects on the climate of the schools; however, in most cases, the school climate assessments, pattern analyses, and school profile data did not indicate any discernible changes. The project was successful in developing a mediation project model for further use or for expansion. (20 references) (Author/KM)

ED 312 751 EA 021 400

Hughes, Jane Wolford Barnds, Mary Lynch

Partners in Catholic Education: Pastor, Professional, Parent. A Workbook for Leaders in Catholic Education.

National Catholic Educational Association, Washington, D.C.

Report No.—ISBN-1-55833-024-0

Pub Date—89

Note—81p.

Available from—Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852 (\$10.60).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrative Organization, Administrator Guides, *Administrators, *Catholic Educators, Catholics, Catholic Schools, Elementary Secondary Education, *Management Teams, Parents, *Participative Decision Making

Since the Vatican Council II, communities of the Catholic Church have accepted a in the modern world. With radical changes taking place in society, the introduction of the theme of interdependence by Pope John XXIII was both timely and prophetic. The evolution to a more collaborative church organizational style does not imply the elimination of authority, but a more discerning use of authority. The first of three sections comprising this document describes the present situation and outlines: the establishment of a common language; perceptions of organizational style, roles, and partnerships; and the external and internal influences that impact educational effort. The second section is devoted to analyzing organizational style, roles and relationships, and external and internal influences. The third section contains a guide to developing workable strategies for future planning. Background reading on change, partnership/collaboration, community, and values is also provided. (KM)

ED 312 752 EA 021 401

Holloway, William H.

Of Bugs, Bytes, LANS and Viruses: The Changing Countenance of Computer Courses in Administrator Preparation Programs.

Pub Date—Mar 89

Note—13p.; Paper presented at the Annual Meeting of the International Association for Computing in Education (San Francisco, CA, March 1989).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, *Administrator Effectiveness, Computer Literacy, Computers, *Computer Uses in Education, Curriculum Development, *Elementary Secondary Education, Futures (of Society), Higher Education, *Management Development

Instruction in computing over the past three decades has experienced dramatic changes in both

method and substance. Beginning with on-the-job training, courses evolved to become highly sophisticated and widespread in education. The second decade, the 70's, focused on mainframe use, and the third decade on micros and widely networked systems. Gradually, the user has become more distant from the technical core; the coming decade may see the school administrator move physically further from the computer as skilled operators become more common. In addition, a selection of the literature that addresses accounts of what administrators "do" with computers as well as needed changes in computer training is reviewed. Estimates of developmental parameters are stated. The paper concludes with a report on changes that will soon be implemented in one midwestern university. (10 references) (SI)

ED 312 753 EA 021 402

Hargeshimer, Dick And Others

Restructuring Schools: The Second Wave of Educational Reform. An LR391 Staff Report to the Education Committee.

Nebraska Legislative Council, Lincoln. Legislative Research Div.

Pub Date—Nov 88

Note—43p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Educational Improvement, *Educational Innovation, Elementary Secondary Education, Excellence in Education, *School Effectiveness

Identifiers—*Nebraska, *School Restructuring

Because future workers will experience rapid changes in both work technologies and jobs, and because America's wellbeing is dependent upon a successfully educated and highly skilled work force, students must develop the capacity to learn new skills and tasks quickly. The traditional school structure of passive student participation is not conducive to preparing most students for the demands and challenges of the new economy. Nebraska, with its strong tradition of local control, did not respond to the first wave of educational reform (1983 through 1987) with as many standardized mandates as did most other states. To provide policymakers and educators with an opportunity to explore the concepts and principles of school restructuring, a Nebraska "Talking With Educators" project could be initiated. The project's purposes would be to solicit data from the local school districts about restructuring, provide the districts with the principles and approaches to restructuring efforts occurring elsewhere, and encourage the development of local action agendas; questionnaires and statewide and local forums could be included. Participants might be teams of local school district educators, comprised of teachers, parents, board members, administrators, legislators, and students; the teams would facilitate multiple perspectives to enhance understanding and to build innovative approaches to educational improvement. (36 footnotes and 30 references) (KM)

ED 312 754 EA 021 404

Richards, Joe B.

School Lawyers Represent the School Board, Not the Superintendent.

Pub Date—Nov 89

Note—6p.; Paper presented at the Annual Meeting of the Oregon School Boards Association (43rd; Portland, OR, November 10-12, 1989).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Board Administrator Relationship, Board of Education Policy, *Boards of Education, Elementary Secondary Education, *Lawyers, *Legal Problems, School Administration, *School Law, *Superintendents

Identifiers—*Oregon

This document is a brief discussion, in outline form, regarding the legal representation of the school board and the superintendent. Specifically, the school lawyer ordinarily represents the board rather than an individual employee such as the district superintendent. Exceptions to this rule, conflicts of interest, and disclosure matters are outlined. Some situations that the school lawyer should avoid include preparation of the superintendent's employment contract, evaluation of the superintendent, and criticism policies or contract clauses. (KM)

ED 312 755 EA 021 406
Progress in Education: A Report to the Community, 1988-89.

Columbus Public Schools, Ohio.

Pub Date—Oct 89

Note—737p.

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF04/PC30 Plus Postage.

Descriptors—*Academic Achievement, *Educational Assessment, Educational Legislation, Elementary Secondary Education, Middle Schools, Public Schools, *School Personnel, School Size, *School Statistics, School Surveys, Special Education

Identifiers—*Columbus Public Schools OH

Progress reports for each school operated by the Columbus Public Schools during the 1988-89 school year are compiled. The reports have been compiled pursuant to section 3313.94 Ohio Revised Code, and standards adopted by the State Board of Education. The reports are grouped according to school levels: senior high schools, metropolitan education center, career centers, adult center, middle schools, elementary schools, and special schools. Within each level, the reports are in alphabetical order. Preceding the reports, a summary of data, as reported for each school, is presented by school level. Information is presented in full-time equivalencies for certificated personnel and other staff by race and sex, and where possible, by average years' experience and average degree level. Pupil data is reported by grade level, ethnic group, and sex. For elementary schools, middle schools, and high schools, test data are reported by percent of students scoring in low, average, and high percentile categories for total mathematics and total reading. (SI)

ED 312 756 EA 021 407
 Su, Zhixin

Central Educational Administration in China: An Organizational Analysis.

Pub Date—Apr 89

Note—22p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (33rd; Cambridge, MA, March 30-April 2, 1989).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Administration, *Educational Policy, Elementary Secondary Education, Foreign Countries, International Organizations, *International Studies, Organizational Change, *Organizational Development, Postsecondary Education

Identifiers—*China

This document examines the abolition of the Chinese Ministry of Education (MOE) and the establishment of the Chinese State Education Commission (SEC) in June 18, 1985. First, an organizational analysis of the history and organization, the administrative tools, and the functions and dysfunction of the former MOE is presented. Second, a discussion of the establishment of the SEC includes an examination of the three distinct differences between the SEC and the former MOE: (1) an increase in power and responsibilities; (2) a stronger central educational administration; and (3) a clearer outline of goals and tasks. Finally, the prospects for future reform in the areas of organization structure, power distribution, administrative principles, staff quality, and administrator supervision are assessed. (22 references) (SI)

ED 312 757 EA 021 408
 Hodgkinson, Harold L.

The Same Client: The Demographics of Education and Service Delivery Systems.

Institute for Educational Leadership, Washington, D.C.

Report No.—ISBN-0-937846-67-8

Pub Date—89

Note—32p.

Available from—Publications Department, Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036 (\$12.00; quantity discounts).

Pub Type—Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agency Cooperation, *Correctional Institutions, Demand Occupations, *Educational Cooperation, Educational Finance, Elementary

Secondary Education, Family Characteristics, Futures (of Society), *Health Services, *Housing, Outcomes of Education, School Demography, *Transportation

Identifiers—*Client Centered Approach

In the United States, services (such as education, health care, housing, and transportation) are provided for citizens by a bewildering array of agencies at many government levels. Service organizations must learn to communicate across functional lines, and educators must become familiar with other service providers at various levels. This means perceiving the client as the most important part of the organizations providing services to that person, family, or group. The rationale is that these agencies are all serving the same children and families as clients. This approach is the most efficient, effective, and humane way to deliver services in an era of diminishing financial resources. Drawing on numerous maps, tables, and statistics, this report explores the complex interrelationships among family demography, housing, transportation, health, crime, and education. Interagency cooperation and taxpayer investment in families' basic needs are essential to prevent future problems (like crime, illiteracy, mental retardation) and reduce the need for costly programs to deal with them. For example, it would be more cost-effective to help low-income families secure affordable housing and to supply small grants to cover broken down cars and medical emergencies than to maintain these same families on welfare. Prisons are another costly service that might be reduced by investing more heavily in early education and college access programs. Recent occupational and demographic trends (including metropolitan areas moving across state lines) are provided to support an interactive, client-centered agenda and recommendations for achieving it. (18 references) (MLH)

ED 312 758 EA 021 409
 Whalen, Kathryn Smith, Les

Oregon's Scope of Bargaining: From Schools to Public Safety. LERC Monograph Series, Issue No. 6.

Oregon Univ., Eugene. Labor Education and Research Center.

Pub Date—Mar 87

Note—103p.

Available from—Publications, Labor Education and Research Center, University of Oregon, Eugene, OR 97403 (\$3.50).

Pub Type—Reports - Research (143) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Collective Bargaining, *Court Litigation, Elementary Secondary Education, *Employer Employee Relationship, *Labor Problems, *Labor Relations, Quality of Working Life, *Safety, Strikes

Identifiers—*Oregon

This document reviews early "scope" litigation between Oregon teachers and school districts that set the underpinnings for the more recent decisions by the Employment Relations Board (ERB). These early cases worked in a dialectic fashion to bring Oregon scope of bargaining to the point it is today. As a result of the evolutionary process, the scope issues have declined in importance for employees and employers who have the statutory right to strike. The reasons that public safety issues are different for employers and their represented personnel are addressed. Finally, recent cases by the board as well as a labor and management view of the current state of the scope of bargaining obligation are examined. A table which sets forth a complete listing and brief descriptions of the scope cases which have come before the ERB is appended. (SI)

ED 312 759 EA 021 410
 Wilkes, Sam T. Love-Wilkes, Rebecca

The Relationship of Administrators' Experience and Teachers' Acceptance of Authority in Mississippi Schools.

Pub Date—Nov 89

Note—16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Effectiveness, Elementary Education, Leadership Qualities, Power Structure, *Principals, School Supervision, *Teacher Attitudes, *Teacher Behavior

Identifiers—*Mississippi

The school principal must secure maximum performance from teachers to achieve the goals set forth by the district superintendent and the school board. To accomplish this, the principals' authority must be accepted by the faculty. The extent of faculty members' response to orders or directives issued by authority figures is determined by each member's zone of indifference. To investigate the relationship between principals' experience and teachers' acceptance of authority, the Zones of Indifference Instrument was administered to 41 teachers from 3 Mississippi public elementary schools where the principal had less than 1 year of experience, and to 59 teachers from 3 like schools, but where the principal had 5 or more years of experience. The results indicated a significant difference in authority acceptance between teachers with inexperienced and experienced principals. According to nine significant item scores from the survey, teachers in schools with experienced principals were less likely to grant the principal authority than were teachers in schools with inexperienced principals. Teachers in schools with inexperienced principals rated 16 of 41 items as greater conflict sources than teachers in schools with experienced principals. Teachers in schools with experienced principals rated 25 of 41 items as greater conflict sources. (KM)

ED 312 760 EA 021 411
 Ward, Betsy B. Sistrunk, Walter E.

The Relationship between Teachers' Perceptions of Principals' Actual Supervisory Behavior and Teachers' Preferred Supervisory Behavior in Selected Southern Public Junior High Schools.

Pub Date—Nov 89

Note—18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administration, Administrator Role, Instructional Leadership, Junior High Schools, *Leadership Styles, Organizational Climate, School Supervision, *Supervisory Methods, *Teacher Administrator Relationship, *Teacher Supervision

Identifiers—*Mississippi

Increasing demands for educational accountability make it important for principals to know how and when to successfully use methods of supervision with teachers to attain the mutual goal of instructional improvement. To determine whether significant differences existed between junior high school teachers' perceptions of principals' supervisory behavior and the teachers' preferences for principals' supervisory methods, Supervisory Behavior Description Questionnaires (form 1) were mailed to 4 teachers employed in each of 20 randomly selected public junior high schools in Alabama, Arkansas, Louisiana, Kentucky, Mississippi, and Tennessee. Per state, 80 usable responses would have signified a 100 percent return; the actual response rate was 91 percent from Mississippi; Alabama, 25 percent; Arkansas, 30 percent; Kentucky, 20 percent; Louisiana, 40 percent; and Tennessee, 20 percent. An analysis of collected data showed that, in the areas of Curriculum and Staff Development and Evaluation of Instruction, the teachers perceived more directive supervision. Mississippi teachers perceived and preferred less supervision than did teachers in the other five states who perceived more nondirective supervision than they preferred. Racial demographic variables indicated that Caucasians perceived more supervision in Curriculum Development, Instructional Organization, and Staff Development than did non-Caucasians. (16 references) (KM)

ED 312 761 EA 021 413
 Sistrunk, Walter E. And Others

The Leadership Style of a Junior High School Principal, the School Climate, and Group Interaction.

Pub Date—Nov 89

Note—12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Evaluation, Administrator Role, *Educational Environment, Junior High Schools, *Leadership Styles, *Organizational Climate, School Supervision, *Supervisory

Methods, *Teacher Administrator Relationship, Teacher Behavior, Teacher Militancy, Teacher Supervision

Identifiers—*Mississippi Delta

Due to parental disenchantment with a Mississippi Delta junior high school principal, the principal's leadership style, the school climate, and group interactions were investigated. A consultant was employed to determine teachers', students', and parents' perceptions of the school climate and of the principal as a leader, and then to recommend a plan for modifying the principal's behavior. A total of 7 survey instruments were administered to 29 teachers, 1 survey was completed by 38 students, and 1 survey was completed by 19 parents; thus, the total sample consisted of 86 respondents. The information collected was converted to standardized scores for statistical comparison purposes. An examination of the data revealed that students were relatively satisfied with the school climate, that teachers were extremely dissatisfied with the school climate and the principal's leadership behavior, and that parents were less dissatisfied than the teachers with the climate but somewhat more satisfied than the students. Because the investigation was undertaken due to perceived parental dissatisfaction with the school climate, and because the results indicate far greater teacher dissatisfaction than parental dissatisfaction, it is believed that a small group of teachers "triggered" parent disenchantment with the school. (10 references) (KM)

ED 312 762

EA 021 414

Reed, Dorothy D. Franks, Melvin G.
Impact of MSERA Research on Policy Decisions.
Pub Date—Nov 89

Note—12p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).
Pub Type—Speeches/Meetings Papers (150) — Reports — Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Change, *Educational Policy, *Educational Research, *Educational Researchers, Elementary Secondary Education, Federal Government, Research Problems, *Research Utilization, School Policy, *Theory Practice Relationship

Educational research is designed to generate valid and reliable information needed by decision-makers. The issue of research utilization is of utmost importance, especially as it relates to the federal government; however, much of the research has not found its way into the policymaking process. This issue precipitated a survey of 141 Mid-South Research Association (MSERA) members who presented papers at the 1988 MSERA annual meeting soliciting their views on the significant gaps between educational research and the implementation of educational policy (61 surveys were returned). Survey results showed that 53 percent of the respondents produced papers which had recommendations, results, or ideas that could have impact on making educational policy or changing current practices. Seventy-eight percent of the 53 percent forwarded the results of their work to persons in policymaking positions. Of the 78 percent, 76 percent indicated that the policymakers considered their recommendations. Of the studies for which the recommendations were forwarded, 72 percent brought about some sort of change. Appended is a copy of the survey with annotated responses as well as explanations for two survey questions. (15 references) (SI)

ED 312 763

EA 021 415

Richardson, Gloria D. Sistrunk, Walter E.
The Relationship between Secondary Teachers' Perceived Levels of Burnout and Their Perceptions of Their Principals' Supervisory Behaviors.
1989 Update.

Pub Date—Nov 89

Note—21p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).
Pub Type—Reports - Research (143) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Collegiality, Leadership Styles, Organizational Climate, Participative Decision Making, School Supervision, Secondary Education, *Supervisory Methods, *Teacher Administrator Relationship, *Teacher Burnout, *Teacher Morale, *Teacher Supervision Identifiers—*Mississippi

The empowerment of teachers through collabora-

tion, a supervisory trend currently receiving much attention and emphasis, employs variability and encourages cooperative decisionmaking. Despite its apparent popularity, collaboration can be viewed as unwieldy and difficult to manage with teachers who are already working under less than desirable conditions and further burdened by excessive paperwork and other duties associated with accountability and the reform movements under way in many states. To investigate Mississippi teachers' perceptions of burnout and the possibility of a relationship between teacher burnout and principals' directive, collaborative, or nondirective supervision methods, the Supervisory Behavior Description Questionnaire (form 1) and the Maslach Burnout Inventory Form Ed were mailed to a random sample of 192 teachers of grades 9 through 12. The response rate was 62 percent. Analyses of data collected indicated greater teacher emotional exhaustion and depersonalization under collaborative supervision. It is possible to attribute this to several existing problems, all of which have increased teachers' duties and the demands on their time. Perhaps the greatest difficulty lies with the traditional supervision methods, where principals' directive supervisory behaviors did not permit teachers to develop appropriate decisionmaking and group interaction skills to participate in collaboration. (21 references) (KM)

ED 312 764

EA 021 416

Kennebrew, Johnny L. Sistrunk, Walter E.
Principals' Supervisory Behavior and School Climate.

Pub Date—Nov 89

Note—11p; Paper presented at Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).

Pub Type—Reports - Research (143) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, *Leadership Styles, *Organizational Climate, Secondary Education, *Supervisory Methods, *Teacher Administrator Relationship, Teacher Attitudes Identifiers—*Mississippi

Successful building-level instructional supervision requires a physical, intellectual, and psychological environment where optimal teaching and learning can occur. While supervisory activities may open the lines of communication between the principal and the teacher, these communication lines may be affected by the perceptions that teachers have of the school climate. In an investigation of the correlation between Mississippi secondary teachers' perceptions of the principals' supervisory behaviors and their perceptions of the school climate, 240 English, science, mathematics, and social studies teachers completed Supervisory Behavior Description Questionnaires (form 1) and School Climate Surveys (form A). The results generally showed that the administrative aspects of the school climate were negatively correlated with directive supervisory practices in the areas of curriculum development, staff development, instructional organization, and program evaluation. Additionally, these four areas were negatively correlated with nondirective administration-related behaviors. A positive correlation, however, did exist between these areas and the perceived collaborative supervisory behaviors of school leaders. (6 references) (KM)

ED 312 765

EA 021 417

Fowler, Frances C. Gettys, Cynthia M.
Becoming a Principal: The First Years.

Pub Date—Nov 89

Note—33p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).

Pub Type—Speeches/Meetings Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, *Administrator Characteristics, Elementary Secondary Education, *Instructional Leadership, Occupational Information, *Principals, *School Administration, *School Supervision Identifiers—Beginning Principals, *Tennessee (East)

The recently proposed school administration reforms concentrate largely on the issues surrounding recruiting, selecting, and preparing potential administrators, yet little is known about what it is like to become a school administrator, and virtually no research on beginning administrators has been done. Related literature does describe the uncertainty, stress, responsibility, and conflicts experienced by

principals during their first years on the job. In April and May 1989, 7 of 8 first- and second-year East Tennessee principals (7 female and 1 male, and 5 white and 3 black) were interviewed and observed; the eighth principal was interviewed in June 1989, and observed the following October. An analysis of collected data identified six recurring themes: the heavy weight of responsibility; the conflicting demands; the uncertainty; and the steady stream of human interactions. The findings of this study support existing principalship literature with few exceptions. Even in their first 2 years on the job, these principals had encountered most of the problems reported by their more experienced peers. Some differences, though, were evident. The problem of time constraints pervaded this study, but did not emerge as an issue in the literature. Powerlessness, however, occurred in the literature, but did not surface in this study. (12 references) (KM)

ED 312 766

EA 021 418

Berry, Robbie C. Sistrunk, Walter E.
The Relationship between Actual and Preferred Supervisory Behaviors as Perceived by Special Education Teachers and as Self-Perceived by Special Education Supervisors in Louisiana.

Pub Date—Nov 89

Note—13p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).

Pub Type—Reports - Research (143) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Elementary Secondary Education, *Leadership Styles, Organizational Climate, School Supervision, Special Education, *Special Education Teachers, *Supervisory Methods, *Teacher Administrator Relationship, *Teacher Supervision Identifiers—*Louisiana

The lack of a clear role definition for the special education supervisor has resulted in an interpretation of the position as that of a facilitator, planner, and legal rights guarantor for exceptional children. To determine whether differences existed between the self-perceived supervisory methods of special education administrators and their actual and preferred supervisory behaviors as perceived by special education teachers, and to gauge whether demographic variables influence the teachers' preferences and perceptions, 66 Louisiana special education supervisors and 264 special education teachers were mailed the Supervisory Behavior Description Questionnaire (form 1). A total of 50 supervisors and 200 teachers (4 from each of the 50 schools) participated. No significant differences were identified between the supervisors' and the teachers' perceptions of actual supervisory behavior; however, there existed a substantial difference between teachers' perceptions of, and teachers' preferences for, their supervision. The teachers perceived their supervisors as more directive, but preferred them to be less directive. Female teachers preferred more direction than males, and non-Caucasian teachers preferred more direction than Caucasians on various tasks. The bibliography contains 9 references. (KM)

ED 312 767

EA 021 419

Vickers, Bettye Hamill Sistrunk, Walter E.
Elementary Principals' and Teachers' Perceptions of Their Principals' Supervisory Behaviors.

Pub Date—Nov 89

Note—11p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).

Pub Type—Reports - Research (143) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Elementary Education, Instructional Leadership, *Leadership Styles, Organizational Climate, School Supervision, *Supervisory Methods, *Teacher Administrator Relationship, *Teacher Supervision Identifiers—*Mississippi

To influence teaching in a way that enhances and improves student learning is the school principal's responsibility. Because perceptions are more important than actual behavior, it is essential for principals to know if their perception of their supervisory actions is in agreement with the way their teachers perceive the same supervisory behaviors; the greater this perceptual agreement, the more favorable the attitude toward work and the greater the possibility for instructional improvement. To investigate the relationship between Mississippi public elementary

school principals' and teachers' perceptions of supervisory behavior, the Supervisory Behavior Description Questionnaire (form 1) was mailed to all elementary school principals and teachers in the state. The responses from 115 principals and 475 teachers were used for analysis. The results indicated that the principals perceived their supervision methods as more collaborative and directive, whereas the teachers perceived the supervision as less collaborative and directive, and more nondirective. Perceptive discrepancies also existed in the areas of: curriculum development; special student services; staff development; providing materials and facilities; and evaluation of instruction, where principals perceived themselves as more collaborative than the teachers perceived them to be. The bibliography contains 9 references. (KM)

ED 312 768 EA 021 420

Greenberg, David E.
Preschool Special Education: New Responsibility for Schools.
National School Boards Association, Alexandria, VA. Educational Policies Service.
Pub Date—89

Note—10p.
Journal Cit—Updating School Board Policies; n20 n10 p1-6,8 Nov-Dec 1989

Pub Type—Reports - Descriptive (141) — Journal Articles (080) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, *Disabilities, Educational Opportunities, *Equal Education, Handicap Identification, *Mainstreaming, *Preschool Education, *Special Education, Student Placement

Identifiers—*Education of the Handicapped Act Amendments 1986

The Education of the Handicapped Act Amendment of 1986 extended the six basic rights established in the Education for All Handicapped Children Act to preschoolers. All preschool handicapped children (ages 3 to 5) will receive a free, appropriate public education in the same manner that the K-12 students benefit from federal law for the handicapped. Furthermore, by the 1991-92 school year, states accepting federal funds for handicapped preschoolers must guarantee a full range of services to 3- to 5-year-olds. Whether or not the state receives federal funds, schools with preschool classes must include special education in their planning. The legislation also calls for the development of a statewide interagency delivery system for services to handicapped infants and toddlers (birth to 2-years-old). The intent of the 1986 amendment is to reduce or to eliminate the number of special education placements and related services in later years. Although the benefit of these public services for obviously handicapped children is clear, the need to extend programs to children identified as "at risk" of future learning difficulties remains controversial. (KM)

ED 312 769 EA 021 421

Keller, Ernest R.
Managing District Conflict: The Practices of Oregon School Board Members and Superintendents.

Oregon School Study Council, Eugene.
Pub Date—89

Note—8p.
Available from—Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$6.00 prepaid; \$2.00 postage and handling on billed orders).

Journal Cit—OOSC Report; v30 n1 Fall 1989
Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Boards of Education, *Conflict, *Conflict Resolution, Cooperation, Coping, *Decision Making, Elementary Secondary Education, *Problem Solving, *Superintendents

Identifiers—*Oregon

The director of curriculum support services at Oregon's Wasco Education Service District discusses methods that superintendents, board members, and school leaders can use to control conflicts in their school organizations. Surveyed were 239 Oregon school board members and 135 superintendents who were asked to identify which of the following approaches they most frequently use to resolve conflict: (1) competing; (2) compromising; (3) collaborating; (4) accommodating; and (5) avoiding.

The most frequently used method for solving, coping with, or managing conflict is compromise. District size and the cultures found in surrounding communities often influence choice of method. The value of collaboration is emphasized. (14 references) (SI)

ED 312 770 EA 021 422

Parent Involvement Policy of the Holyoke Public Schools = *Código de Participación de Padres*.
Holyoke Public Schools, Mass.

Pub Date—85
Note—25p.

Language—English; Spanish
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Educational Policy, Elementary Secondary Education, Family Involvement, *Parent Associations, Parent Grievances, *Parent Participation, *Parent Role, Parent School Relationship, Public Schools, *School Community Relationship

Identifiers—*Holyoke Public Schools MA

Parent involvement efforts distinguish the Holyoke Public Schools of Holyoke, Massachusetts. No other school system in the region offers as many varied opportunities for parents to have an impact on their children's school experience. The Parent Involvement Policy was developed with the help of a 15-member task force of parents in the summer of 1985. The handbook has six sections: (1) parent advisory council; (2) citywide parent planning council; (3) grievance procedure; (4) parent bill of rights of the Holyoke Public Schools; (5) school committee role; and (6) administration role. The handbook is written in both English and Spanish. (SI)

ED 312 771 EA 021 423

Coleman, Donald G. And Others
Another Vision: The Church Model of Education Administration (EA).

Pub Date—Aug 89

Note—26p.; Paper presented at the Annual Meeting of the National Conference of Professors of Education Administration (Tuscaloosa, AL, August 13-18, 1989).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Education, *Educational Administration, *Educational Change, Educational Development, Higher Education, *School Administration

In 1987 and again in 1988, the National Commission on Excellence in Educational Administration report catalogued a litany of sins committed by educational administration faculties and by institutions of higher education; however, the reports did little to straighten educational administration's crooked halo. Included among the past attempts at educational administration reform were internships, diagnostic and prescriptive measures, and system analyses. The key to successful educational administration reform lies in overhauling the existing programs rather than in developing an entirely new educational administration training system. Some suggestions for the redesign of the current educational administration program contained within this document include: (1) realizing that schools alone have not failed the children of the nation, but have actually offered continuous stability for the children; (2) redefining the school administrator's role and education to include both management and leadership; (3) constantly reforming the educational administration profession rather than occasionally making changes; (4) recognizing priorities and avoiding attempts to accomplish everything; (5) awarding more master's degrees in educational administration to those who qualify—especially to teachers; and (6) joining the National Conference of Professors of Education Administration. (24 references) (KM)

ED 312 772 EA 021 424

Achilles, C. M. DuVall, L.
Where Are the Models and Paradigms?

Pub Date—Nov 89

Note—20p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Columbia, SC, November 11-14, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, Administrator Effectiveness, *Administrator Qualifications, Change Strategies, Cooperation, *Educational Change, *Educational Research, Elementary Secondary Education, Management Development, Professors, *Theory Practice Relationship

The administrator preparation reform issue is affected by a split in loyalties between the "professional" model and the liberal arts model. Whereas recent calls for reform follow the professional model, most professors of educational administration, who must implement the reforms, are products of the liberal arts tradition. This paper reviews literature and research in educational administrator preparation, particular attention to research criticisms, professor complacency, and cooperation between researchers in the field. Several criticisms of dissertation research are offered, and steps are suggested to avoid or remedy the problems. In addition, an introduction to practicum design is presented which considers the context, develops a concept of the ideal, analyzes and compares the present state to the ideal, notes the discrepancy, and searches for the problem at the heart of the discrepancy. Appended are definitions of the three categories of problems and two diagrams of purpose-practice relationships in educational administration research. (21 references) (SI)

ED 312 773 EA 021 431

Bowers, Bruce C.
Alternatives to Standardized Educational Assessment. ERIC Digest Series Number EA 40.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—OERI-R188062004

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$2.50 prepaid postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, *Criterion Referenced Tests, *Educational Assessment, *Educational Testing, Elementary Secondary Education, *Evaluation Methods, Mastery Tests, Norm Referenced Tests, *Student Evaluation, Student Placement

Identifiers—ERIC Digests

Standardized testing of American students provides comparative scores for the placement of individual students, enables students to make appropriate decisions regarding a future course of study, and offers the opportunity to assess the effectiveness of teachers, schools, and school districts. As a result of using standardized test scores for comparative purposes, however, "teaching to the test" is becoming a common practice in our nation's schools. Performance-based assessments offer an alternative to standardized testing by requiring students to demonstrate active skills. Because performance-based assessments are more easily scored using a criterion—rather than a norm-referenced approach, to maintain assessment reliability comparisons must be made with similar assessments made by other teachers in other settings, the adoption of an exemplary system involving regular meetings between teachers responsible for scoring would be necessary. Such a shift in testing methodology sacrifices reliability for the benefits of validity. (9 references) (KM)

ED 312 774 EA 021 432

Peterson, David
Strategic Planning. ERIC Digest Series Number EA 41.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—OERI-R188062004

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$2.50 prepaid postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Planning, Educational Objectives, *Educational Planning, Elementary Secondary Education, *Long Range Planning, Master Plans

Identifiers—ERIC Digests, *Strategic Planning
Within the field of education, the act of planning implies that the schools are more than passive pawns in the hands of socioeconomic forces. The current profound demographic changes, which will continue to reshape the nation and its schools in the coming decades, make strategic planning particularly important. Implementing a strategic plan first involves summarizing and documenting the district's purpose and operations, what it wants to accomplish, and what it does; everyone concerned with public education should participate in the strategic plan's creation. Further, the strategic plan should be fully discussed and publicized before it is implemented; must find its way into the district's budget and job descriptions; and should be for the duration of at least 5 years with annual reviews. (8 references) (KM)

ED 312 775 EA 021 433

Peterson, David
Superintendent Evaluation. ERIC Digest Series Number EA 42.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89
Contract—OERI-R188062004

Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$2.30 prepaid postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement, *Administrator Evaluation, *Boards of Education, Competence, Elementary Secondary Education, Job Performance, *Personnel Evaluation, *Superintendents

While a superintendent evaluation offers the school board protection from lawsuits and criticism from both terminated superintendents and constituents angered over the superintendent's performance and salary, it also offers encouraging praise, instructive criticism, and suggestions for overcoming shortcomings and problems. The performance appraisal system, a useful and flexible tool for superintendent evaluation, requires the board members—with the superintendent's cooperation—to identify and prioritize the superintendent's major goals before the year begins. Additionally, objectives, like goals, must be established before the evaluation period begins. The final evaluation should be in written form and should focus on how effectively the superintendent accomplished the goals and objectives agreed upon. (10 references) (KM)

ED 312 776 EA 021 434

Peterson, David
Parent Involvement in the Educational Process. ERIC Digest Series Number EA 43.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89
Contract—OERI-R188062004

Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$2.30 prepaid postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Improvement, *Educational Innovation, Elementary Secondary Education, Family Influence, *Family Involvement, *High Risk Students, *Parent Participation, *Parent Role

Identifiers—ERIC Digests

Children whose parents are involved in their formal education, among other things, have better grades, test scores, and long-term academic achievement than those with disinterested mothers and fathers. Tutoring is probably the best way for parents to participate in public education, but parental attitudes and expectations toward academic achievement can be as important as explicit teaching activities. The term "at-risk" is not synonymous

with minority student, student in poverty, or student in single parent or restructured household; however, some family characteristics do inhibit academic achievement. The design of a program that allows parents to interact with school professionals as colleagues or peers would be a positive way to foster parental involvement in education. Further, to stimulate parental participation, administrators can hire staff sympathetic to parent involvement, alert parents to home education's advantages, and use signed parent/teacher education contracts. (10 references) (KM)

ED 312 777 EA 021 436

Davies, Daniel R.
Road to Board Success: Evaluation...Development...Improvement!

National School Boards Association, Alexandria, VA. Educational Policies Service.

Pub Date—Oct 89
Note—6p.

Journal Cit—Updating School Board Policies; v20 n9 p1-3,7 Oct 1989

Pub Type—Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Boards of Education, Decision Making, Educational Improvement, Elementary Secondary Education, *Evaluation, *Job Performance, Training

Unless school boards link member training and school improvement plans to performance evaluations for themselves and their schools, the exercise might not be worth the time and effort. Board evaluation should focus on three general areas: board dynamics, policy process, and educational quality. Three evaluation approaches should be considered: evaluation by school administrator; evaluation by state association staff or an outside consultant; or self-evaluation with an impartial facilitator. Work session retreats often provide a more conducive environment than a regular meeting. Surveys and videotaping can be incorporated into evaluation programs. Some processes include a consensus building technique, such as the Delphi Method or the Nominal Group Technique. Board training needs can include strong communication and media skills; knowledge of school finance, law, and collective bargaining; and an understanding of board powers and responsibilities. Decisions on board member training should consider relevant state requirements, community needs and resources, and board members' personalities. To be effective, programs should be geared to adult learners' needs. Successful reform depends on effective board decision-making to harmonize local needs with state and national mandates, finding sources, and political constraints. (MLH)

ED 312 778 EA 021 439

Alternatives to Corporal Punishment. Fort Wayne Community Schools, Ind.

Pub Date—Apr 89
Note—10p.

Pub Type—Reports - Descriptive (141) - Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Standards, *Corporal Punishment, *Discipline, *Discipline Policy, Elementary Secondary Education, Expulsion, *Punishment, Student Rights, Suspension

Identifiers—*Fort Wayne Community Schools IN

To facilitate the learning process, each school's staff must be empowered to maintain strong, consistent discipline; however, school discipline maintenance is also a total community responsibility. Whenever possible, teachers should solicit parental assistance in correcting discipline problems. Fort Wayne Community School Employees or other adults representing the school are not permitted to administer corporal punishment. When it is in the best interest of general student welfare, students may be suspended or expelled as provided by law. Consideration should be given to the nature of the offense and the subsequent penalty when imposing discipline. Further, due process guarantees, which consist of notice, evidence, and response, should be afforded to students even when not required by law. Contained within this document is one disciplinary practice prevention list and three disciplinary alternatives lists. (KM)

ED 312 779 EA 021 441

Oklahoma School Finance: A Study with Recommendations. Final Report, Special Joint Committee on School Finance.

Oklahoma State Legislature, Oklahoma City.

Pub Date—Dec 86
Note—89p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, Equal Education, *Expenditure per Student, Federal Aid, Government School Relationship, Public Schools, *School District Spending, *State Aid

Identifiers—*Oklahoma

The funding of public elementary and secondary schools in Oklahoma is examined in this report. In accordance with legislative requirements, a Special Joint Committee of the Oklahoma Legislature undertook an assessment of the current school finance formula for state aid and made recommendations on changes needed to provide equitable funding for equal educational opportunities through the distribution of state appropriations. This report is divided into nine chapters dealing with the following topics: (1) formation, makeup, and legislative charge of the Special Joint Committee; (2) basic assumptions and methodology of the report; (3) analysis of current education funding system; (4) cost of quality education in Oklahoma; (5) sources of revenue; (6) short-fall adjustments; (7) transition formulas; (8) recommendations for action; and (9) recommendations for further study. Twelve tables, and 23 charts supplement the text, and an appendix lists constitutional and statutory changes required for policy implementation of the models discussed. (SI)

ED 312 780 EA 021 444

Fortin, Jean-Claude
Machiavellian Behavior and School Principals' Level of Stress.

Pub Date—7 Jul 89
Note—20p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Administrator Characteristics, Foreign Countries, Individual Characteristics, *Principals, *Psychological Patterns, Secondary Education, *Stress Variables
Identifiers—Francophone Education (Canada), *Machiavellianism, Ontario, Quebec

To explore the existence of a relationship between the school principal's perceived level of stress and his or her machiavellian behavior, principals of francophone secondary schools from Ontario and Quebec were asked to complete the Administrative Stress Index and the Machiavellian Scale Attitude Inventory. Of the 83 principals asked to participate, 58 responded. The results indicated the existence of a relationship between machiavellian behavior and stress factors related to task and management. It appears that the more pronounced the principal's machiavellian behavior (a management style characterized by extreme competitiveness and a need to dominate others), the more stress is felt in the highly structured areas of his or her work environment. A significant dependent relationship between machiavellian behavior and stress factors relating to role and conflict did not exist. Perhaps, because greater maneuverability is possible in these areas, this type of environment is preferred by people who display machiavellian management characteristics. (45 references) (KM)

ED 312 781 EA 021 445

South Carolina Teacher Incentive Program, 1989-90: Bonus Model and Campus/Individual Model.

South Carolina State Dept. of Education, Columbia.

Div. of Public Accountability.

Pub Date—Jul 89
Note—28p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Incentives, *Motivation Techniques, Program Content, *Program Design, Public Schools, Teacher Improvement, Teacher Morale, *Teacher Motivation, *Teachers

Identifiers—*South Carolina

The Education Improvement Act of 1984 provided for the establishment of a teacher incentive program to reward teachers who demonstrate superior performance and productivity. Three incentive program models were developed by school districts in South Carolina and approved program models were pilot-tested. Each school district in South Car-

olina selects for implementation one of the two approved program models: the Campus/Individual Model and the Bonus Model. The Bonus Model establishes an incentive plan that rewards superior teachers for their individual efforts. The Campus/Individual Model contains two separate components. The Campus Plan collectively rewards eligible teachers for working together as a team to positively influence student achievement. The Individual Plan rewards individual teachers for superior performance without respect to overall school performance. (SI)

ED 312 782 EA 201 449

Bauch, Jerold P.

The Transparent School: Using New Technology To Improve Parent Involvement.

Pub Date—Oct 89

Note—7p; Paper presented at the National Conference on Parent Involvement in Education (2nd, Charlotte, NC, October 3, 1989).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Innovation, Elementary Secondary Education, Family Influence, Family Involvement, *Parent Participation, *Parent School Relationship, School Community Relationship

To increase interactions and to improve communication between the school and home, the Transparent School concept was developed. The Transparent School Model (TSM) includes computer-based calling from the school and uses electronic mailboxes so parents can call and hear a message from the teacher every day. The model, first implemented in a school in Huntsville, Alabama, is currently in various stages of planning, implementation, or operation in 10 states. An evaluation of the effects of the model at the Carter Lawrence Middle School in Nashville, Tennessee, which serves 315 families, indicated that: (1) the TSM accounted for 70 to 110 daily contacts between teachers and parents; (2) calls from homes increased over all other parent/teacher contacts 580 percent during one test period; (3) parents initiated contacts with the school about six times more often than they had previously; and (4) students from homes that frequently used the model's services showed a significant increase in homework completion. (KM)

ED 312 783 EA 201 455

Kolstad, Andrew Kaufman, Phillip

Dropouts Who Complete High School with a Diploma or GED.

Pub Date—Mar 89

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, *Dropout Characteristics, Dropout Research, *Dropouts, *High School Graduates, High Schools, Out of School Youth, *Reentry Students, *Withdrawal (Education)

Identifiers—*High School and Beyond (NCES)

Despite much research on dropouts, little information exists on the education of dropouts after they leave high school. That a substantial proportion of dropouts complete high school within a few years appears not to be widely known. Without understanding the nature and extent of this phenomenon, the severity and impact on society of the dropout problem may be overstated. According to survey data obtained from the third followup of the National Center for Education Statistics' High School and Beyond longitudinal study of 30,030 tenth grade students begun in 1980, 4 out of 9 dropouts (44 percent) returned and either completed high school diploma requirements or obtained a General Educational Development (GED) certificate by the spring of 1986. Of the dropouts who returned, approximately one-third received an institutional diploma and two-thirds passed the GED examination. Those dropouts who, in 1982, reported no further educational plans were less likely to complete high school later than were those who reported plans to pursue further education. Moreover, among early high school dropouts, only 28 percent later completed their education as compared to 42 percent of eleventh grade and 53 percent of twelfth grade dropouts who later obtained a diploma or GED certificate. (20 references) (KM)

ED 312 784 EA 201 456

School-Based Clinics: A Guide for Advocates. Developing Policy Statements, Educating Decision Makers, Enlisting Local Support.

Center for Population Options, Washington, DC. Pub Date—88

Note—29p.

Available from—Publications, Center for Population Options, 1012 14th Street, N.W., Washington, DC 20005-3406 (\$2.00).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Clinics, *Economic Factors, Guidelines, *Health Programs, *Medical Services, Psychological Needs, Secondary Education, *Sexuality

Identifiers—*School Based Clinics

School-based clinics (SBCs) are comprehensive primary health care facilities located within or on the grounds of middle, junior, or senior high schools. Varying in size and organizational structure, SBCs have emerged as an effective model for advancing adolescent health. They have gained attention because of their potential for treating problems such as inadequate access to health care, unwanted pregnancy, premature parenting, early withdrawal from school, depression and stress, and substance abuse. While school-based health centers will not resolve all these complex problems, they are greatly needed because of economic factors limiting health care access and age-related factors related to adolescent growth and development, risk-taking behavior and violence, sexuality, and the psychological transition to adulthood. SBCs are proving successful because they are accessible and comprehensive, facilitate feedback and compliance, have community support, deal with early and unprotected sexual activity, and involve parents. In fact, clinic staff work together with parents, school counselors, nurses, administrators, and community health care workers to solve teens' problems and help families function. This guide documents broad national support for the SBC concept, includes sample resolutions and policy statements, outlines background information on adolescents' health and the need for SBCs, and lists resources to provide a greater understanding of these clinics. (MLH)

ED 312 785 EA 201 457

Guidelines for School-Based Clinics.

Center for Population Options, Washington, DC. Pub Date—88

Note—21p.

Available from—Publications, Center for Population Options, 1012 14th Street, N.W., Washington, DC 20005-3406 (\$1.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Clinics, *Community Health Services, Elementary Secondary Education, *Health Facilities, *Health Programs, *Medical Services, Pamphlets, Public Schools

Identifiers—*School Based Clinics

The school-based clinic is a primary health care facility located within or on the campus of a public school. The suggested requirements for a school-based clinic are enumerated in five sections dealing with: (1) clinic organization; (2) clinic staff; (3) clinic services; (4) clinic recordkeeping and evaluation; and (5) clinic facilities and equipment. The Support Center for School-Based Clinics is a project of the Center for Population Growth. Appended is a list of Support Center Publications, an order form, and a list of the advisory board members. (SI)

ED 312 786 EA 201 458

Podemski, Richard S.

Problems in Developing Clinically-Based Administrator Preparation Programs.

Pub Date—13 Nov 89

Note—20p; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Columbia, SC, November 11-14, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, Administrator Qualifications, Elementary Secondary Education, *Management Development, *Principals, Professors, *Program Design, Program Development, *Program Implementation

Identifiers—*University of Alabama

A clinically-based innovative principalship pro-

gram developed by the University of Alabama is described and selected elements are highlighted to illustrate potential problems in establishing and conducting clinical administrator preparation programs. University-based issues discussed include unclear knowledge base, lack of program structure and coherence, and the art-and-science concept of the professor. School-based issues discussed are student residency, district-level professional development, and sponsoring potential leadership. It is suggested that future clinical programs can be more effective if state boards of education, universities, local school administrators, and administrator professional associations address the following policy issues: (1) provide induction and continuing development for administrators; (2) develop a statewide administrator preparation plan; (3) develop consensus regarding the knowledge base; and (4) explore expanded concepts of the professorate. (7 references) (SI)

ED 312 787 EA 201 459

Lawler, S. Dianne Boals, Beverly M.

Changes in Early Childhood: Public School Programs for 4-Year-Olds.

Pub Date—Nov 89

Note—20p; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Columbia, SC, November 11-14, 1989).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development, Day Care Centers, *Early Childhood Education, High Risk Students, Home Instruction, Kindergarten, Preschool Children, Preschool Education, Public Schools, *Young Children

Identifiers—Arkansas (Little Rock)

Education programs for 4-year-olds may offer unique opportunities for the growth of services for young children. Currently, the role of state departments of education in preschool instruction is evolving; no single approach to public school programming for 4-year-olds exists. Approximately two-thirds of the 28 state and District of Columbia early childhood education programs are intended to serve children at risk for school failure. To provide children with free opportunities to get off to a better start, in 1988-89 the Little Rock School District in Arkansas implemented five programs for 4-year-olds within their public school system. In 1989-90, 9 more classes, for a total of 13 programs, were added. Additional opportunities for early childhood education exist in the state through private day care facilities and through the Home Instruction Program for Preschool Youngsters. Public school programs for 4-year-olds should be quite different from some of today's public school kindergartens. Developmentally appropriate early childhood education programs must be based upon knowledge obtained from child development research, employ only those professionally trained to guide the intellectual growth of young children, and focus on the needs and characteristics of 4-year-olds and their families. (17 references) (KM)

ED 312 788 EA 201 460

Comerford, Linnie Sue Wells, Jack G.

Time for a Change: The Performing and Visual Arts School.

Pub Date—Nov 89

Note—7p; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Columbia, SC, November 11-14, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Effectiveness, *Administrator Qualifications, *Administrators, *Counselors, Elementary Secondary Education, Management Development, *Nontraditional Education, *Theater Arts, *Visual Arts

Identifiers—*Performing and Visual Arts Schools

A study examining the competencies, experiences, and skills desired of administrators and counselors of performing and visual arts schools is described in this paper. Survey questionnaires were mailed to administrators and counselors at 189 schools in the United States. A total of 64 surveys were returned. Findings indicate that administrators should have strong management skills, a background in public relations (fund raising), a thorough understanding of the academic needs of the performing arts student, and an involved interest.

Counselors should be academically well-trained and be professionally prepared for and have experience with individual student counseling techniques and procedures. (10 references) (SI)

ED 312 789

EA 021 461

Barry, Michael

The Training of Teachers as Advisors.

Pub Date—Nov 89

Note—22p.; Appendix B contains small print.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Advising, *Counselor Training, Educational Administration, Elementary Secondary Education, *Program Design, Program Development, *Staff Development, Teacher Guidance, *Teachers, *Teacher Student Relationship

In Florida, State Department of Education emphasis on "Teachers as Advisor Programs" across the state has created a demand for the training sequence described in this paper. Current reasons for promoting the program are listed and a brief training course description is provided. The skills involved are intended to be sequential. The course is divided into three parts: (1) learning/teaching styles; (2) communication/problem solving; and (3) intervention model/demonstration. The course schedule and instructional sequence explicate each of the three parts of the course. At the end of the course, teachers work with actual students who have academic problems. The teachers then discuss their successes and their failures with each other in an environment that does not threaten their professional competence. The course is designed to enable teachers to develop the skills necessary to work one-on-one with students in their schools. Appendices include a program objectives list, an instructional sequence diagram, a sample instructor lesson guide, and a course schedule. (4 references) (SI)

ED 312 790

EA 021 465

Williams, Hampton S.

Attitudes toward the Use of Militant Collective Actions: A Study of Mississippi Public School Teachers.

Pub Date—Nov 89

Note—27p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Columbia, SC, November 11-14, 1989).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Collective Bargaining, Educational Environment, Elementary Secondary Education, Organizational Climate, *Public School Teachers, *Teacher Attitudes, *Teacher Militancy, Teaching Conditions

Identifiers—*Mississippi

To investigate the current attitudes of Mississippi public school teachers toward the use of militant, collective actions, 600 randomly selected elementary and secondary teachers were asked to complete the Teacher's Attitude Scale and a demographic data sheet. A total of 450 responses were received, representing a 75 percent return rate. The collected data were analyzed descriptively, and two hypotheses—drawn in part from a review of related literature—were tested using a multiple regression/correlation technique; both hypotheses were accepted. The findings indicated that teachers' attitudes were significantly related to certain demographic variables and that race, gender, and age each made small but significant contributions to attitudinal differences. Specifically, African-American public school teachers tended to have more unfavorable attitudes toward the use of militant, collective actions, while male teachers (far outnumbered by female teachers in Mississippi) had more positive attitudes regarding collective actions. Additionally, teachers between 30 and 40 years of age responded most favorably to the use of militant, collective actions. (26 references) (KM)

ED 312 791

EA 021 469

Baker, Curtis O., Ed. And Others

1989 Education Indicators.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-89-653

Pub Date—89

Note—367p.; For 1988 edition, see ED 301 974.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington,

DC 20402 (Stock No. 065-000-00387-2, \$15.00).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Academic Achievement, Degrees (Academic), *Educational Assessment, Educational Environment, *Educational Resources, Educational Trends, Elementary Secondary Education, Enrollment Influences, Enrollment Trends, Ethnic Groups, Higher Education, High School Graduates, Public Support, *School Demography, *School Statistics, *School Surveys, Student Attitudes, Student Characteristics, Tables (Data), Teacher Attitudes

Identifiers—*Indicators, National Assessment of Educational Progress

The National Center for Education Statistics (NCES) gathers and produces statistics and other information on the status and progress of education in the United States. In 1989 as in 1988, the center published the "indicators" (key data that measure the health of education, monitor important developments, and show trends in major aspects of education) in three volumes. "The Condition of Education" report encompasses the first two volumes, addressing education at the elementary and secondary levels and at the postsecondary level, respectively. This third volume includes the indicators from both of the earlier volumes, along with all the technical supporting data, supplemental information, and data sources. For elementary and secondary education, data are presented from the most recent (1988) administration of the National Assessment of Educational Progress. These include indicators for student performance; high school completion; economic outcomes; fiscal resources; human resources; student characteristics; learning environment; perceptions of the public concerning the schools and of the teachers concerning student problems and education improvement strategies; and requirements for graduation and for teacher preparation. The section on postsecondary education includes indicators for trends in higher education, degrees conferred, degrees and fields of study categorized by race and ethnicity, economic outcomes, fiscal resources, human resources, and student characteristics. Appended are tables and supplementary notes keyed by number to the indicators, a list of data sources, a glossary, and an index. (KM)

ED 312 792

EA 021 470

Snyder, Thomas D., Comp.

Digest of Education Statistics, 1989. Twenty-Fifth Edition.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-89-643

Pub Date—Dec 89

Note—542p.; For 1988 edition, see ED 295 344.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00391-1, \$25.00).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC22 Plus Postage.
Descriptors—Academic Achievement, Adult Education, Degrees (Academic), Dropout Rate, Educational Attainment, *Educational Finance, Educational Trends, Elementary Secondary Education, Employment Level, *Enrollment, Ethnic Groups, Federal Programs, Government Publications, Higher Education, *Institutional Characteristics, International Education, Library Statistics, Microcomputers, National Norms, Postsecondary Education, Preschool Education, Private Schools, Public Schools, Salaries, *School Demography, School Holding Power, *School Statistics, Student Characteristics, Student Costs, Student Financial Aid, Tables (Data), Teacher Characteristics, Technical Education, Vocational Education

This document, consisting of 7 chapters, 31 figures, and 360 tables, provides statistical data on most aspects of United States education, both public and private, from kindergarten through graduate school. The chapters cover the following topics: (1) all levels of education; (2) elementary and secondary education; (3) postsecondary, college, university, technical, and adult education; (4) federal programs for education and related activities; (5) outcomes of education; (6) international comparisons of education; and (7) learning resources and technology. A wide range of information is presented on subjects including the number of schools and colleges, teachers, enrollment, graduates, educational attainment, finances, federal funds for education, employment and income of graduates, li-

braries, and international education. Supplemental information on population trends, attitudes on education, educational characteristics of the labor force, government finances, and economic trends is provided. Included among data not appearing in previous editions are the following: salaries for beginning teachers; data from teacher and general public opinion polls; data on handicapped students in higher education; international tests of educational achievement in mathematics and science; statistics on ages of college students by type and control of institution; profiles of persons earning doctor's degrees in education, engineering, physical sciences, and social sciences; college student participation in financial aid programs; and the percentage of bachelor's degree recipients going to graduate school. A short introduction highlights major findings, and each chapter contains a brief overview of significant trends. A guide to sources, definitions, and an index are included. (KM)

ED 312 793

EA 021 511

Gerald, Debra E. Horn, Paul J. Hussor, William J.

Projections of Education Statistics to 2000.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-89-648

Pub Date—Dec 89

Note—217p.; A summary of the projections is available in a pocket-sized folder: "Pocket Projections: 1977-78 to 1999-2000." For prior year's report, see ED 299 704.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC (Stock No. 065-000-00392-0, \$11.00).

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Educational Trends, Elementary Secondary Education, *Enrollment Projections, Enrollment Rate, *Expenditures, Futures (of Society), Government Publications, *Graduates, Higher Education, *School Statistics, *Teachers
A consistent set of projections for key education statistics. Included are statistics on enrollment, graduates, instructional staff, and expenditures in elementary and secondary schools and institutions of higher education is provided. The tables, charts, and narratives contain data on enrollment, teachers, graduates, and expenditures for the past 15 years and projections to the year 2000. The book is divided into three parts: (1) Projections and Analyses; (2) Projection Methodology; and (3) Technical Appendices. Total enrollment in public and private elementary and secondary schools is projected to increase from 45.4 million in 1988 to 49.7 million in 1998. Enrollment in institutions of higher education is projected to increase from 12.8 million in 1988 to 13.4 million by the year 2000. Current expenditures of public schools are expected to increase from \$161.5 billion in 1988-89 to \$212.0 billion in 1999-2000. Current-fund expenditures of institutions of higher education are projected to increase from \$115.5 billion in 1988-89 to \$144.4 billion by 1999-2000. (SI)

EC

ED 312 794

EC 220 511

Skov-Jorgensen, I.

A Realistic Approach to a School for All.

Pub Date—Sep 88

Note—20p.; Paper presented at the World Conference of Rehabilitation International (16th, Tokyo, Japan, September 5-9, 1988).

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling, Delivery Systems, *Disabilities, Educational History, *Educational Needs, Educational Trends, Education Work Relationship, Elementary Secondary Education, Foreign Countries, Intervention, *Mainstreaming, *Normalization (Handicapped), Preschool Education, Referral, Special Classes, Teacher Education

Identifiers—Europe

The literature review describes the ideal of "a school for all" which integrates children with and without disabilities from a European perspective. Topics covered include a historical review of discrimination against the disabled, the establishment

of private special schools, the increasing role of public educational authorities in providing special educational services in European nations, special problems of preschool education, the transition of young disabled people into open employment, referral, and various service delivery systems. Danish national statistics indicated that 13.1% of students received special education assistance in 1981-82, 2.4% of whom were in special classes. A full 81% of handicapped students received less than 5 hours weekly of special instruction. The paper stresses the importance of the attitudes of society, the need for proper training of regular class teachers, the availability of consultant support, placement in special classes for some children, and the need for special services such as psychological counseling and itinerant teachers. Seven tables of statistical data are appended. (DB)

ED 312 795

EC 220 544

Skiba, Russell J.

The Regular Education Initiative and Psychoeducational Assessment: A Components of Variance Approach.

Pub Date—Aug 88

Note—41p. Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Ability, Academic Ability, Behavior Disorders, *Delivery Systems, *Disabilities, Elementary Secondary Education, Eligibility, *Intervention, Learning Disabilities, Program Effectiveness, *Regular and Special Education Relationship, *Special Education, *Student Evaluation

The regular education initiative is a recent movement away from special education for students with learning and behavior problems. Leaders and advocates from the fields of school psychology, special education, and compensatory education have argued that the current within-child disability approach to serving students experiencing academic or social difficulties has proven inadequate. In response, alternatives that would significantly increase the involvement of regular classroom teachers in the instruction of these students are being proposed. The proposed changes in the relationship between regular and special education represent a paradigm shift in educational thinking and practice. The service delivery models being proposed as part of the initiative require a radical reconceptualization of childhood disorder, away from the intrapsychic focus that has dominated psychology during most of this century and toward an acknowledgement of the interactional, environmental bases of problem behavior. If strategies proposed as part of the regular education initiative are to be successful, the ecological assumptions and the possible pitfalls inherent in them must be made explicit. (MSE)

ED 312 796

EC 220 558

Juhl, Kristen D.

The International Dimensions of the Council for Exceptional Children: A Proposal for Future Directions.

Pub Date—Apr 89

Note—23p. Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Comparative Education, *Disabilities, *Educational History, Elementary Secondary Education, *International Cooperation, *International Education, Organizations (Groups), *Special Education, Trend Analysis

Identifiers—*Council for Exceptional Children

The paper offers a historical perspective on international special education, describes activities of the Council for Exceptional Children (CEC) in the international arena, and suggests future directions. Briefly noted are the history of special education and the rise of such international groups as Rehabilitation International, the International League of Societies for Persons with Mental Handicap, the International Association of Workers for Troubled Children and Youth, the European Association for Special Education, and the International Association of Special Education. Activities of CEC in furthering international special education are recounted and include the prominent role of Canada, leadership for a U.S. mission to the Union of

Soviet Socialist Republics in 1972, the First World Congress on Future Special Education held in Scotland in 1978, and establishment of an International Relations Committee. Five goals and objectives are proposed for the organization's future. They are: (1) establish a clear policy about CEC's commitment to international special education; (2) work towards the formation of a worldwide organization or council of organizations dedicated to special education; (3) promote the dissemination of special education information worldwide; (4) establish a network of programs and contacts that permit educators to gain relevant experience abroad; and (5) promote international research in special education. (DB)

ED 312 797

EC 221 254

Spero, Ellen And Others

Substance Abuse, School Policy and Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—Dec 88

Contract—G00-8530284; G00-8715099

Note—22p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adolescents, *Alcoholism, Court Litigation, *Disabilities, Discipline Policy, Dropouts, *Drug Addiction, High Schools, *Policy Formation, *School Policy, Special Education, *Substance Abuse

This paper reviews the literature which examines school policies currently guiding educational practice in the area of student substance abuse and discusses the relationship between special education and substance-using and substance-abusing students. Reviewed are: (1) definitions of substance abuse, which vary with the conceptualization of the problem, based on various models—moral, legal, medical, social learning, or ecological; (2) court cases which indicate that when drug or alcohol use by a special education student is related to a handicapping condition, exclusion from school does not appear to be an appropriate response; (3) studies on school performance and substance abuse, supporting the conclusion that substance-using adolescents are less committed to education and at greater risk for leaving school before graduating; (4) requirements that schools provide specialized educational services to students who abuse drugs; and (5) current responses of high schools to drug and alcohol use/abuse among students. The paper outlines reasons that schools should address the issue of policies and practices in the area of substance abuse and lists recommended steps to be taken by educators. (JDD)

ED 312 798

EC 221 255

Leone, Peter E. And Others

A Study of the Use of Cigarettes, Alcohol, and Marijuana by Students Identified as "Seriously Emotionally Disturbed."

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—Dec 88

Grant—G00-8530284

Note—26p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Age, Alcohol Abuse, Day Schools, Drinking, *Drug Abuse, Drug Use, Educational Environment, *Emotional Disturbances, *Learning Disabilities, Predictor Variables, Racial Factors, Residential Programs, Secondary Education, *Smoking, Special Classes, Student Placement, *Substance Abuse

A drug and alcohol survey was administered to 283 secondary school students in a large suburban school district in the eastern United States. The survey covered demographic information, life events, coping strategies, and prevalence of substance abuse, asking students about initial and current use of a wide range of substances including alcohol, cigarettes, cocaine, hallucinogens, inhalants, marijuana, opiates, PCP, illicit prescription medications, and tranquilizers. Of the 283 students, 55 were students with behavior disorders enrolled in special schools, and 99 students (primarily learning disabled) were enrolled in special education classes. A series of analyses were conducted, with age and race as covariates and student status as the independent variable. Students attending residential or day programs for behavioral disorders showed a higher percentage of use of hard drugs than students enrolled

in regular schools. Mildly handicapped students served in special education programs and identified primarily as learning disabled did not report using controlled substances with any greater frequency than non-identified schoolmates. An exception to this was the greater prevalence of alcohol use by non-identified high-school students. A discussion of implications for special educators concludes the paper. (JDD)

ED 312 799

EC 221 256

Allison, Kevin W., Comp.

Richardson, Kathy A., Comp.

Annotated Bibliography of Substance Abuse among Handicapped, Disabled and High Risk Individuals [and] Prevention and Treatment Resources for the Handicapped or Disabled Substance Abuser.

Maryland Univ., College Park. Dept. of Special Education.

Pub Date—Jan 89

Note—36p.

Pub Type—Reference Materials—Bibliographies (131)—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Behavior Disorders, *Disabilities, *Drug Addiction, Emotional Disturbances, High Risk Persons, Intervention, Learning Disabilities, Mental Retardation, Organizations (Groups), Physical Disabilities, Prevention, *Substance Abuse

The bibliography lists English-language journal articles, book sections, a dissertation, and an official State of Wisconsin report, addressing the topic of substance abuse among handicapped and high-risk individuals. The entries are arranged in five sections according to handicapping condition and provide basic bibliographic information and a paragraph-length annotation. Included are seven citations on substance abuse among persons with physical and sensory impairments, seven citations concerning persons with mental retardation, 19 citations concerning individuals with emotional and behavioral disorders, six citations concerning juvenile delinquents, and eight citations concerning individuals with learning problems and individuals in high-risk groups. The bibliography is followed by a separate list of prevention and treatment resources for the handicapped or disabled substance abuser in which organizational resources that offer information, workshops, and prevention programs are briefly described. (JDD)

ED 312 800

EC 221 257

The Head Injury Survivor on Campus: Issues and Resources.

American Council on Education, Washington, DC. HEATH Resource Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[89]

Grant—G0087C3052

Note—12p.

Available from—HEATH Resource Center, One Dupont Circle, N.W., Suite 800, Washington, DC 20036-1193.

Pub Type—Reports—Descriptive (141)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*College Programs, Higher Education, *Neurological Impairments, Organizations (Groups), *Program Development, Resources, *Student Characteristics, *Student Needs

Identifiers—*Head Injuries

Community colleges, four-year colleges, and other training programs have developed special services for head injury survivors. The need for these services is explained using statistics from the National Head Injury Foundation, and head injury is defined. The person with head injury may experience impairment in such functions as memory, cognitive/perceptual communication, speed of thinking, communication, spatial reasoning, conceptualization, executive functions, psychosocial behavior, motor ability, sensory ability, and physical ability. Programs available include: (1) rehabilitation programs with cognitive training and vocational components, and (2) postsecondary education or job training programs. Educational and program planning for head-injured students should take into account the need of all such students for structure, flexibility, reduced demands, supervision, and intervention. Guidelines are offered on setting up campus programs, and suggestions are made to assist head-injured survivors in planning their edu-

Identifiers—*Kansas

The Parent Involvement Research Program assessed the extent of parental involvement in the educational process of handicapped children in Kansas, and implemented three training models in urban and rural areas to increase parent participation levels. The three training models were teacher-to-parent contact, parent-to-parent contact, and community person-to-parent contact. Approximately 280 families were part of the research: 55 parents attended parent groups, 139 received written materials, and 86 served as controls. Results from the parent involvement assessment indicated that approximately 70% of parents with children enrolled in special education programs attended Individualized Education Program conferences; 60% of these parents attended two or more school conferences annually; and 30% maintained written/telephone contact with schools. Implementation of the training models indicated that parents receiving some level of information (written materials or workshop presentations) from parent trainers participated more actively in the special education process than control group parents. Overall attendance at parent workshops averaged 17% of parents invited. Workshops having community persons as trainers showed highest attendance at 20%, then teachers at 17%, and parent trainers at 13%. Thirteen appendices make up the bulk of the document. They include a materials list, teacher survey on parent involvement and survey results, parent workshop agendas, sample handouts for parents, and parent and teacher comments. (Author/JDD)

ED 312 807

EC 221 265

Goldback, Robert L.
Tracking System for Mentally Retarded Youth in Transition.

Health and Welfare PLANNING Association, Pittsburgh, PA.

Pub Date—Nov 88

Note—45p.

Available from—Health and Welfare PLANNING Association, 200 Ross St., 6th Floor, Pittsburgh, PA 15219-2067 (\$12.50).

Pub Type—Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Data Analysis, *Database Management Systems, Education Work Relationship, Employment, Followup Studies, High Schools, *Management Information Systems, *Mental Retardation, Postsecondary Education, Statistical Analysis, *Transitional Programs

Identifiers—*Client Tracking, Pennsylvania (Allegheny County)

A tracking system which monitors Allegheny County (Pennsylvania) mentally retarded students leaving the school system to make their transition to adult life, was developed to: (1) enhance the prospects for successful follow-up; (2) enable program planners to conduct systematic inquiries regarding the abilities, living arrangements, and work situations of youth in transition; (3) supply service providers with valuable subfiles of mentally retarded youth in various circumstances of need; and (4) facilitate research on the problems and opportunities of such youth. The tracking system is designed to be used with two types of software: "dBaseIII+" for data entry and database management, and "SPSS/PC+" for statistical analysis. The system has mechanisms for achieving initial data collection, follow-up interview data collection, file standardization, and data analysis. A user's guide to the tracking system which outlines the options from which the user can construct a suitable tracking "package," and delineates the commands and procedures the tracking system uses to perform specific tasks, is provided. Technical notes, codebooks, diagrams of data entry screens, and a summary of the "dBase" file structure are contained in the appendix. (JDD)

ED 312 808

EC 221 266

Gordon, Elizabeth
Mentally Retarded Youth in Transition: Follow-Up One and Two Years Post-School.

Health and Welfare PLANNING Association, Pittsburgh, PA.

Pub Date—Nov 88

Note—87p.; Funded by a grant from the Edith L. Trees Charitable Trust. For prior report, see ED 281 340.

Available from—Health and Welfare PLANNING Association, 200 Ross St., 6th Floor, Pittsburgh, PA 15219-2067 (\$17.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, Education Work Relationship, *Employment, *Family Life, Followup Studies, *High School Graduates, High Schools, Independent Living, *Mental Retardation, One Parent Family, Special Classes, Special Schools, *Transitional Programs

Interviews were conducted with parents of mentally retarded youth who had completed their education at special education centers or in Educable Mentally Retarded classes within regular high schools of the Allegheny Intermediate Unit (Pennsylvania). Students included 72 individuals who left the special education centers in 1987 (1-year follow-up); 19 individuals who left in 1986 (2-year follow-up); and 30 individuals who had completed regular school in 1987. Findings are presented by exceptionality group: severely/profoundly mentally retarded, trainable mentally retarded, and educable mentally retarded. Individuals' vocational situations and living arrangements are discussed, along with reasons for lack of work activity, parents' preference for youngsters' living arrangements and eventual employment situation, relationship of present situation to in-school vocational training, and relationship of number of parents to employment status. It is concluded that: (1) an extremely high percent of youngsters live with their parents and guardians after completing school; (2) a great deal still needs to be done to create satisfactory vocational outcomes for mentally retarded youngsters who have completed school; and (3) mentally retarded youngsters from one-parent families are less likely than those from two-parent families to be working 1 year after completing school. (JDD)

ED 312 809

EC 221 267

Sherman, Jill Z. Osborn, Sandra R.
Transition Is Everyone's Job.

Pub Date—Apr 89

Note—14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, *Cooperative Planning, Education Work Relationship, High Schools, Independent Living, *Interdisciplinary Approach, Needs Assessment, *Physical Disabilities, Program Development, Student Needs, *Transitional Programs, *Vocational Education, Vocational Rehabilitation

Identifiers—*Individualized Transition Plans

Vocationally at-risk students have one or a combination of handicaps affecting mobility, coordination, communication, self-care and/or cognition which may significantly interfere with the goals of successful student-to-adult transition, namely employment, productive work, and independent community living. A program for students with physical impairments was developed to link educational services with community resources and to encourage collaborative efforts of various disciplines inside and outside of the school system. The program offers vocational courses, expanded occupational therapy services, on-the-job training programs, driver education and education, vocational evaluations, vocational rehabilitation services, post-secondary education/placement options, collaboration with the local community college, and access to the local Center for Independent Living. In the junior year, students, parents, and community agency representatives are encouraged to attend the annual review of the Individualized Education Program, and an Individual Transition Plan is developed. This serves as a vehicle to identify areas of continued or potential need that the student will have as an adult and to address how and by whom needed services can be provided. (JDD)

ED 312 810

EC 221 268

Rueda, Robert And Others
An Examination of Special Education Decision Making with Hispanic First-Time Referrals in Large Urban School Districts: Longitudinal Study I Report. Final Report.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[85]

Contract—300-83-0273

Note—205p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989). Product of the Handicapped-Minority Research Institute.

uct of the Handicapped-Minority Research Institute.

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Classification, *Decision Making, Diagnostic Tests, *Disabilities, *Educational Diagnosis, Elementary Education, Handicap Identification, *Hispanic Americans, Language Handicaps, Learning Disabilities, Longitudinal Studies, Path Analysis, *Predictor Variables, *Referral, Student Evaluation

Characteristics of Hispanic students referred for special education services during 1983-84 in several large urban school districts with large minority populations were examined. Also examined was the predictive ability of various statistical models with respect to the eventual diagnostic outcomes of the students. File data were collected for 1,319 Hispanic students in grades K-12, with the analyses focusing on the 1,154 elementary students. Findings showed that the majority of the referrals were in the early elementary grades, were male, and were born in the United States, while the majority of parents were born in Mexico. Most frequent reasons for referral were low academic achievement and reading problems, followed by poor oral skills. The most frequent eventual diagnostic classifications were learning disabled (63% of the sample) and language impaired (20%). A predictive analysis using path analytic procedures examined factors leading to eventual classification, and accounted for about 40% of the variance in the dependent variable. In addition, there appeared to be two "tracks" leading to the eventual classification, one for diagnosis of learning disabilities and one for diagnosis of language impairments. Appendices include the data collection instrument, a codebook for variables, and diagnostic profiles of participating school districts. (JDD)

ED 312 811

EC 221 269

Rueda, Robert And Others

Performance of Hispanic Educable Mentally Retarded, Learning Disabled, and Nonclassified Students on the WISC-RM, SOMPA, and S-KABC: Short-Term Study One. Final Report. Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif. Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[85]

Contract—300-83-0273

Note—184p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989). Product of Handicapped-Minority Research Institute. Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Classification, *Cognitive Measurement, Educational Diagnosis, Elementary Education, Evaluation Methods, *Hispanic Americans, *Learning Disabilities, *Limited English Speaking, *Mild Mental Retardation, Performance, *Student Evaluation, Testing

Identifiers—California, Kaufman Assessment Battery for Children (Spanish), System of Multicultural Pluralistic Assessment, Wechsler Intelligence Scale for Child Rev Mexicano

The study examined performance of limited-English proficient Hispanic students on a battery of psychometric instruments designed to appropriately assess linguistic minority students. Subjects consisted of three groups: 44 nonhandicapped, 45 learning-disabled, and 39 mildly mentally retarded elementary-level students. Instruments included the Wechsler Intelligence Scale for Children Revised, Mexicano; Kaufman Assessment Battery for Children-Spanish Edition; and Physical Dexterity Tasks and Bender Visual Motor Gestalt Test of the System of Multicultural Pluralistic Assessment. Results indicated that the psychometric properties of the instruments were within acceptable ranges for use with students such as those in the sample. In addition, in general, the patterns of scores on the instruments were in the expected directions, given the diagnostic classifications assigned to the students in the school setting. A second part of the analysis utilized California state eligibility criteria to calculate the numbers of students in the school-assigned diagnostic groups who met the state requirements for these designations. Results indicated large discrepancies between the school-assigned category

ries and the categories suggested through the use of the study instruments in conjunction with applicable state guidelines. Appendices include a manual for the determination of a severe discrepancy between intellectual ability and achievement as defined by California regulations. (Author/JDD)

ED 312 812 EC 221 270

Aiello, Barbara Shulman, Jeffrey
Business Is Looking Up: Featuring Renaldo Rodriguez. The Kids on the Block Book Series.
Report No.—ISBN-0-941477-00-2
Pub Date—88

Note—51p.; For related books, see EC 221 271-277.

Available from—Twenty-First Century Books, 38 South Market St., Frederick, MD 21701 (\$12.95).
Pub Type—Guides - Classroom - Learner (051) - Creative Works (030) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Blindness, Books, Braille, *Childhood Attitudes, Childrens Literature, Elementary Education, Fiction, Peer Acceptance, Self Concept, *Visual Impairments, Visually Handicapped Mobility

One of a series of children's books written from the point of view of an elementary grade child with a disability or other problem, the stories emphasize similarities in childhood experience while providing information specific to the disability. In this book, 11-year-old Renaldo, visually impaired since birth, sets up a greeting card service for stepfamilies and learns there is more to running a business than just making money. After the story, a question and answer section provides answers (by Renaldo) of typical questions children often have about visual impairment. These include: "If you're blind, how do you eat?" "How did you get blind?" "How do you read?" "What is Braille?" "What are Talking Books?" "How do you use a stylus and slate to write?" "What do you use your cane for?" "If you go somewhere new, how do you keep from bumping into things?" "Will you ever drive a car?" "Is it true that blind people hear and smell things better than people who can see?" "How do you use the phone?" "Are you going to get a seeing-eye dog?" "How can you tell differences in money?" "Do you know what colors are?" "How do you make friends, and how do your friends treat you?" (DB)

ED 312 813 EC 221 271

Aiello, Barbara Shulman, Jeffrey
Secrets Aren't (Always) for Keeps: Featuring Jennifer Hauser. The Kids on the Block Book Series.
Report No.—ISBN-0-941477-01-0
Pub Date—88

Note—51p.; For related books, see EC 221 270-277.

Available from—Twenty-First Century Books, 38 South Market St., Frederick, MD 21701 (\$12.95).
Pub Type—Guides - Classroom - Learner (051) - Creative Works (030) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Books, *Childhood Attitudes, Childrens Literature, Elementary Education, Fiction, *Learning Disabilities, Peer Acceptance, *Self Concept

One of a series of children's books written from the point of view of an elementary grade child with a disability or other problem, the stories emphasize similarities in childhood experience while providing information specific to the disability. In this book, Jennifer has been successfully hiding her learning disability problems from her Australian pen pal. She becomes very apprehensive when her friend announces she is coming for a visit and wants to spend a day at her school. After the story, a question and answer section provides answers (by Jennifer) of typical questions children often have about learning disabilities. These include: "What is a learning disability?" "Is there more than one kind of learning disability?" "Do lots of people have LD?" "What is a Resource Room?" "How did you find out you had a learning disability?" "How did you get a learning disability?" "Is LD the same as being retarded?" "Does it bother you if other kids tease you?" "Will you outgrow your learning disability?" (DB)

ED 312 814 EC 221 272

Aiello, Barbara Shulman, Jeffrey
It's Your Turn at Bat: Featuring Mark Riley. The Kids on the Block Book Series.
Report No.—ISBN-0-941477-02-9
Pub Date—88

RIE APR 1990

Note—51p.; For related books, see EC 221 270-277.

Available from—Twenty-First Century Books, 38 South Market St., Frederick, MD 21701 (\$12.95).
Pub Type—Guides - Classroom - Learner (051) - Creative Works (030) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Books, *Cerebral Palsy, *Childhood Attitudes, Childrens Literature, Elementary Education, Fiction, Peer Acceptance, Self Concept

One of a series of children's books written from the point of view of an elementary grade child with a disability or other problem, the stories emphasize similarities in childhood experience while providing information specific to the disability. In this book, Mark, a fifth grader with cerebral palsy, has been reluctantly doing research on sewing machines for a school report. He discovers that the money for his team's baseball jerseys that he has been responsible for is missing, and he finds himself feeling more friendly toward sewing machines. After the story, a question and answer section provides answers (by Mark) of typical questions children often have about cerebral palsy. These include: "Why are you in a wheelchair?" "What is cerebral palsy?" "What is it like to have CP?" "Does having CP mean that you're crippled or handicapped? Does it matter what people call you?" "But how can you play baseball in a wheelchair?" "Can you play other sports?" "Isn't it hard to get around in a wheelchair?" "Can you go real fast in your wheelchair?" "Why do you talk funny?" "Why do you wear a helmet?" "Will you get better?" "Are you sad that you have CP?" (DB)

ED 312 815 EC 221 273

Aiello, Barbara Shulman, Jeffrey
Friends for Life: Featuring Amy Wilson. The Kids on the Block Book Series.
Report No.—ISBN-0-941477-03-7
Pub Date—88

Note—50p.; For related books, see EC 221 270-277.

Available from—Twenty-First Century Books, 38 South Market St., Frederick, MD 21701 (\$12.95).
Pub Type—Creative Works (030) - Guides - Classroom - Learner (051) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Acquired Immune Deficiency Syndrome, Books, *Childhood Attitudes, Childrens Literature, *Diseases, Elementary Education, Fiction, *Special Health Problems

One of a series of children's books written from the point of view of an elementary grade child and concerning disabilities or other problems, the stories emphasize the similarities in childhood experience while providing information specific to the disability. In this book, the members of the fifth grade video club find out that their club sponsor has AIDS (acquired immune deficiency syndrome). They have a variety of reactions before learning more about the disease and deciding to stick by her. (DB)

ED 312 816 EC 221 274

Aiello, Barbara Shulman, Jeffrey
Hometown Hero: Featuring Scott Whittaker. The Kids on the Block Book Series.
Report No.—ISBN-0-941477-04-5
Pub Date—89

Note—51p.; For related books, see EC 221 270-277.

Available from—Twenty-First Century Books, 38 South Market St., Frederick, MD 21701 (\$12.95).
Pub Type—Guides - Classroom - Learner (051) - Creative Works (030) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Asthma, Books, *Childhood Attitudes, Childrens Literature, Elementary Education, Fiction, *Peer Acceptance, *Self Concept, *Special Health Problems

One of a series of children's books written from the point of view of an elementary grade child with a disability or other problem, the stories emphasize the similarities in childhood experience while providing information specific to the disability. In this book a fifth-grader, Scott, reveals in this diary how he copes with his asthma and the outcome of his encounter with a homeless person in the library. After the story, a question and answer section provides answers (by Scott) of typical questions children often have about asthma. These include: "What is asthma?" "What do you mean by an asthma episode?" "What do you do when you have

an episode?" "Is it scary?" "Is there a cure for asthma?" "What is an inhaler?" "If exercise triggers asthma, how can you play sports?" "Is it true that you can make an episode happen?" "Will you outgrow your asthma?" "Isn't it terrible to have asthma?" (DB)

ED 312 817 EC 221 275

Aiello, Barbara Shulman, Jeffrey
Trick or Treat or Trouble: Featuring Brian Mendel. The Kids on the Block Book Series.
Report No.—ISBN-0-941477-07-X
Pub Date—89

Note—59p.; For related books, see EC 221 270-277.

Available from—Twenty-First Century Books, 38 South Market St., Frederick, MD 21701 (\$12.95).
Pub Type—Creative Works (030) - Guides - Classroom - Learner (051) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Books, *Childhood Attitudes, Childrens Literature, Elementary Education, *Epilepsy, Fiction, *Neurological Impairments, *Peer Acceptance, Self Concept

One of a series of children's books written from the point of view of an elementary grade child with a disability or other problem, the stories emphasize the similarities in childhood experience while providing information specific to the disability. In this book, fifth-grader Brian, who has epilepsy, finds that his misconceptions about a funeral home are cleared up on Halloween night. After the story, a question and answer section provides answers (by Brian) of typical questions children often have about epilepsy. These include: "What is epilepsy?" "What is a seizure?" "What is your kind of seizure like?" "How do you cure your seizures?" "Do you know when a seizure is coming?" "How long does a tonic clonic seizure last?" "What should I do if someone has a seizure?" "How did you get epilepsy?" "How did you find out you had epilepsy?" "Can you play sports?" "Can you drive a car?" "Isn't having epilepsy hard for you?" (DB)

ED 312 818 EC 221 276

Aiello, Barbara Shulman, Jeffrey
On With the Show: Featuring Brenda Dubrowski. The Kids on the Block Book Series.
Report No.—ISBN-0-941477-06-1
Pub Date—89

Note—59p.; For related books, see EC 221 270-277.

Available from—Twenty-First Century Books, 38 South Market St., Frederick, MD 21701 (\$12.95).
Pub Type—Creative Works (030) - Guides - Classroom - Learner (051) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Books, *Childhood Attitudes, Childrens Literature, Elementary Education, *Emotional Adjustment, *Emotional Problems, Family Problems, Fiction, Peer Acceptance, *Self Concept

One of a series of children's books written from the point of view of an elementary grade child and concerning disabilities or other problems, the stories emphasize the similarities in childhood experience while providing information specific to the disability or problem. In this book, fifth grader Brenda comes to grips with her parents' divorce while directing a class show of music from "The Good Old Days." After the story, a question and answer section provides answers (by Brenda) of typical questions children often have about divorce. These include: "Why did your Mom and Dad get a divorce?" "Did you ever feel the divorce was your fault?" "How did you find out your parents were getting a divorce?" "Who takes care of you?" "But who do you live with?" "Did you get to pick who to live with?" "Who pays for all the things you need?" "Did you have to go to court?" "Why do you go to a counselor?" "Do you ever wish your parents would get back together?" (DB)

ED 312 819 EC 221 277

Aiello, Barbara Shulman, Jeffrey
A Portrait of Me: Featuring Christine Kontos. The Kids on the Block Book Series.
Report No.—ISBN-0-941477-05-3
Pub Date—89

Note—51p.; For related books, see EC 221 270-276.

Available from—Twenty-First Century Books, 38 South Market St., Frederick, MD 21701 (\$12.95).
Pub Type—Creative Works (030) - Guides -

Classroom - Learner (051) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Books, "Childhood Attitudes, Children Literature, *Diabetes, *Diseases, Elementary Education, Fiction, Peer Acceptance, Self Concept, *Special Health Problems

One of a series of children's books written from the point of view of an elementary grade child with a disability or other problem, the stories emphasize the similarities in childhood experience while providing information specific to the disability. In this book, 11-year-old Christine copes successfully with her diabetes but finds it much more difficult to come to terms with the demands of her Greek-American heritage. After the story, a question and answer section provides answers (by Christine) of typical questions children often have about diabetes. These include: "What is diabetes?" "Is there a cure?" "Why is exercise so important?" "Why do you give yourself shots of insulin?" "How can you give your self shots? Isn't it disgusting?" "Doesn't it hurt?" "Can you get AIDS from using a needle?" "How did you get diabetes?" "Why can't you eat candy or other sweet things?" "Once you needed emergency candy, why?" "How do you know if your sugar level is right?" "Is it hard to have diabetes?" (DB)

ED 312 820 EC 221 278
Review of the Present Situation of Special Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—UNESCO-ED-88/WS/38

Pub Date—88

Note—157p.

Available from—United Nations Educational, Scientific, and Cultural Organization, Special Education Programme, 7 Place Fontenay, Paris, France 75700.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administration, *Delivery Systems, *Disabilities, Educational Finance, Educational Legislation, Educational Needs, *Educational Policy, Elementary Secondary Education, *Foreign Countries, Research and Development, *Special Education

Identifiers—*United Nations
The review of special education worldwide is based on questionnaire replies of appropriate ministries in 58 United Nations member states during 1986-87. The first part of the review consists of a summary and analysis of data collected concerning such aspects of special education as policy, legislation, administration and organization, special education provision, training, finance, research, and development. Issues are identified in the areas of legislation, access to education, integration, parental involvement, information exchange, and the language of handicap. National summaries are provided for the following countries: Algeria, Argentina, Barbados, Botswana, Brazil, Cameroon, Chile, China, Congo, Costa Rica, Cuba, Czechoslovakia, Denmark, Ecuador, Egypt, El Salvador, Ethiopia, Finland, German Democratic Republic, Federal Republic of Germany, Ghana, Guatemala, Hungary, Indonesia, Iraq, Ireland, Israel, Jordan, Kuwait, Madagascar, Malawi, Mali, Malta, Mexico, Netherlands, New Zealand, Nicaragua, Nigeria, Norway, Panama, Peru, Philippines, Poland, Rumania, Saudi Arabia, Senegal, Sri Lanka, Sweden, Syria, Thailand, Tunisia, Uganda, Uruguay, Venezuela, Yugoslavia, Zaire, Zambia, Zimbabwe. The questionnaire is attached. (DB)

ED 312 821 EC 221 279
Project TRAIN: The Final Report of the Project TRAIN, 1985-1988.

Virginia Commonwealth Univ., Richmond. School of Education; Virginia State Dept. of Education, Richmond.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—88

Grant—G008530322

Note—527p.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Attitude Change, Competency Based Teacher Education, *Inservice Teacher Education, Institutes (Training Programs), Lesson Plans, *Mainstreaming, *Mild Disabilities, Secondary Education, State Programs, Teacher Atti-

tudes, *Teaching Methods, Technical Assistance Identifiers—Virginia

The final report of Project TRAIN describes a 3-year collaborative project of Virginia Commonwealth University and the Virginia State Department of Education to provide special education inservice training for regular classroom teachers serving secondary level mildly handicapped youth. The project: (1) developed adaptive instructional training packets; (2) conducted five statewide summer institutes for assisting regular and special educators to adapt instruction for mainstreamed students; and (3) provided technical assistance to inservice personnel serving mildly handicapped youth throughout Virginia. Project evaluation indicated increased teacher competencies, positive attitudinal changes by teachers, and positive evaluations of institutes by teachers. The bulk of the document consists of appendices including institute material/handouts, competency test data, institute evaluation data, maps of dissemination, and institute brochures, letters, and programs. Also appended are reprints of the following articles: "Adapting Lesson Plans for the Mainstreamed Student" (Judy Wood and Jennifer Miedehoff); "Adapting the Presentation of Academic Content" (Judy Wood); "Mainstreaming-Ready or Not" (Barbara Lowenthal); and "Adapting Test Construction for Mainstreamed Mathematics Students" (Jennifer Miedehoff and Judy Wood). (DB)

ED 312 822 EC 221 280
Bibliography: Recruitment and Retention #19.

Information on Personnel Supply and Demand, National Association of State Directors of Child Development; National Clearinghouse for Professions in Special Education, Reston, VA.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—May 89

Grant—G0087C3053-88

Note—13p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, Higher Education, *Special Education Teachers, *Teacher Persistence, *Teacher Recruitment

The bibliography lists approximately 125 documents and journal articles concerning issues and practices in the recruitment and retention of personnel for general and special education at district, state, and higher education levels. Citations date from 1975 to 1989 and are listed by author or institution and include ERIC (Educational Resources Information Center) document or journal numbers when appropriate. (DB)

ED 312 823 EC 221 281
Halpern-Gold, Julia. And Others

Travel Tales. A Mobility Storybook.

Report No.—ISBN-0-922637-00-8

Pub Date—88

Note—106p.

Available from—Mostly Mobility, RD 1, Box 1448A, Bethel, PA 19507 (\$22.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Blindness, *Instructional Materials, Physical Mobility, Preschool Education, Primary Education, *Travel Training, *Visual Impairments, *Visually Handicapped Mobility

The book is designed to supplement mobility and orientation lessons and explain mobility concepts to visually impaired children from preschool through third grade. Each of the 17 chapters centers on the adventures of Eliot, a young visually impaired child, as he learns the following pre-cane orientation and mobility skills: sighted-guide technique, trailing technique, upper and lower protective techniques, orientation to a house, orientation to an apartment building, orientation to a school, self-familiarization, characteristics of a residential neighborhood, characteristics of a square block, characteristics of a rural neighborhood, characteristics of an urban neighborhood, supermarket familiarization, store familiarization, bus travel, train travel, subway travel, and cane familiarization. Each chapter is divided into six parts including new words to learn and use, the story, concepts and topics for discussion, games for reinforcement, sing-a-long, and worksheets. (DB)

ED 312 824 EC 221 282
UNESCO Consultation on Special Education

(Paris, May 2-6, 1988). Final Report, United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—UNESCO-ED-88/WS-45

Pub Date—May 88

Note—28p.

Available from—United Nations Educational, Scientific, and Cultural Organization, Special Education Programme, 7 Place Fontenay, Paris, France 75700.

Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administration, *Disabilities, Elementary Secondary Education, Information Needs, International Education, *International Organizations, International Programs, *Long Range Planning, *Needs Assessment, *Special Education, Teacher Education

Identifiers—*UNESCO

A meeting of 26 specialists and representatives of international governmental and non-governmental organizations and funding agencies was convened to propose actions that UNESCO could undertake in special education during the period covered by the Third Medium Term Plan (1990-1995). The following four priority areas were identified by the participants as warranting special attention: (1) information; (2) planning, organization and management of special education; (3) training of personnel; and (4) mobilization of resources. The planning, organization, and management area was identified as the core area of focus to be reinforced by supportive action in the other areas. The conference also urged that UNESCO strengthen its presence at the regional level by means of shared expertise and operational activities. The report presents a summary of the discussions and suggestions. The suggestions are divided into those for UNESCO's future action and those for member states. The summary covers the conceptual framework and general principles of the meeting, outcome of background documents, and main issues discussed. Appendixes include a list of participants and a list of documents. (DB)

ED 312 825 EC 221 283

Rogers, Karen B. And Others

Graduate Research Reports, Master of Arts in

Gifted/Creative/Talented Education, Masters

Papers, No. 1 through No. 13, Volume One,

College of St. Thomas, St. Paul, Minn.

Pub Date—Dec 88

Note—89p; Published by Graduate Studies in Education, Human Development, and Professional Psychology.

Available from—College of St. Thomas, Attn: Karen B. Rogers, 2115 Summit Ave., M.S. 5017, St. Paul, MN 55105 (\$7.50).

Pub Type—Collected Works - General (020) -

Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Acceleration (Education), Cognitive Style, Creative Development, Creativity Tests, Dramatics, Elementary Secondary Education, Emotional Development, Enrichment, *Family Relationship, Futures (of Society), *Gifted, Imagery, *Intervention, Parent Attitudes, Program Effectiveness, Sex Differences, Talent, *Teacher Attitudes, Tests

Identifiers—*College of Saint Thomas MN

This publication marks the first volume of what is intended to be an annual showcase of outstanding research papers from the College of St. Thomas' (Minnesota) Masters of Arts in Gifted/Creative/Talented Education program. Section 1 focuses on gifted programs and teachers' perceptions, and includes "Taking Care of the Affective Needs of Gifted Students: A Survey of Twenty-seven Programs" (Joyce Kennedy); "A Gifted Program: What Difference Does It Make?" (Sara McKelvey); "Elementary Classroom Teachers' Attitudes about Programming for the Gifted, Creative, and Talented" (Carol Olson); and "Teachers' Attitudes and Practices Toward Reading Acceleration and Enrichment in the Elementary Grades" (Mary Ann Gaug). The second section discusses successful interventions in the following papers: "Which Promotes Creative Thinking: Guided Imagery or Creative Dramatics?" (Mary Jelinek); "The Future is Now: The Effects of Studying the Future on Students' Attitudes About the Future" (Shanda Waller); "The Relationship Between Perceived Perceptual Strengths and Learning Styles in Academically Talented Junior High School Students: A Case Study" (Sharen Hilliard); and "Does A Test of Cre-

activity Predict Scores in Future Problem Solving Competition?" (Betty Schwermann). Section 3 covers giftedness and family relationships in "Will Women Ever Get Out of the Kitchen? Changing Perceptions Among Adolescents and Their Parents on Women's Roles" (Linda Kuipers) and "The Gifted Child in School and At Home: Parents' Perspectives" (Susan Cathey). The final section returns to the study of successful interventions in "Motivational Differences Between Groups with Different Academic Potentials and Achievements" (Sonic Crockett); "Cognitive Style and Achievement: Is There a Relationship?" (Patricia Hildebrandt); and "Effects of Ability and Sex Upon Adolescent Perceptions of Self and the Future" (Beverly Mooney). (PB)

ED 312 826 **EC 221 284**

The Intent and Spirit of P.L. 99-457: A Source-

book.
National Center for Clinical Infant Programs,
Washington, DC.

Spons Agency—Health Resources and Services Ad-
ministration (DHHS/PHS), Rockville, MD. Of-
fice for Maternal and Child Health Services.

Pub Date—Feb 89

Grant—MCJ-113271

Note—133p. A product of Project Zero to Three.
Available from—National Maternal and Child
Health Clearinghouse, 38th and R Streets, NW,
Washington, DC 20057 (free).

Pub Type—Collected Works - General (020) —

Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Community Health Services, *Dis-
abilities, Educational Legislation, Federal Legisla-
tion, Infants, *Laws, *Policy Formation, *Public
Health, *Public Policy, Special Education, Young
Children

Identifiers—*Education for the Handicapped Act
Amendments 1986

The materials included in this document are in-
tended to articulate the intent of the framers of the
Education for the Handicapped Act Amendments of
1986, Public Law 99-457. The first paper, "A
Window of Opportunity," is the text of a speech by
Robert Silverstein, Staff Director and Chief Counsel
of the Subcommittee on the Handicapped of the
Senate Committee on Labor and Human Resources
to the national meeting of Project Zero to Three,
November, 1988. Mr. Silverstein discusses nine ma-
jor themes that are elaborated in the provisions of
P.L. 99-457 and describes their implications for
state and local policymaking. The next paper, "Re-
port 99-860" from the Committee of Education and
Labor of the House of Representatives describes the
background and need for P.L. 99-457 and the rationale
behind each provision of the legislation. Finally,
"Community-Based Service Systems for
Children with Special Health Care Needs and Their
Families," by Josephine Gittler of the National Ma-
ternal and Child Health Resources Center describes
a vision of family-center coordinated care that
helped to form the conceptual foundation of P.L.
99-457. (PB)

ED 312 827 **EC 221 285**

Rossi, Robert J.

Project MAP: Model Accounting Plan for Special

Education. Final Report.

American Institutes for Research in the Behavioral
Sciences, Palo Alto, Calif.

Spons Agency—Special Education Programs (ED-
/OSERS), Washington, DC.

Pub Date—Apr 89

Grant—G008530205

Note—53p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cost Estimates, Data Analysis, Data
Collection, Demonstration Programs, *Disabili-
ties, Elementary Secondary Education, *School
Accounting, *School Demography, *Special Educa-
tion, Special Programs, Student Costs

Identifiers—*Model Accounting Plan

The Model Accounting Plan (MAP) is a demo-
graphic accounting system designed to meet three
major goals related to improving planning, evalua-
tion, and monitoring of special education programs.
First, MAP provides local-level data for administra-
tors and parents to monitor the progress, transition
patterns, expected attainments, and associated costs
of students in special education. Second, MAP facil-
itates the aggregation of local data to inform deci-
sions about special education at the state and
national levels. Finally, the project has encouraged

positive change in the way that data for special edu-
cation are reported and used. Two articles arising
from the project are appended. They are: "A Demo-
graphic Accounting System to Inform Educational
Policy: Genesis, Dissemination, and Limited Ac-
ceptance" (Robert Rossi and Phyllis DuBois) and
"Computer-Generated Educational Data: Nuisance
or Opportunity?" (Phyllis DuBois and Robert
Rossi). (PB)

ED 312 828 **EC 221 286**

The Vocational Assessment of Students with

Handicapping Conditions. Definition and Pro-

grammatic Guidelines.

Suffolk County Board of Cooperative Educational
Services 2, Patchogue, N.Y.

Spons Agency—New York State Education Dept.

Albany. Office for the Education of Children with
Handicapping Conditions.

Report No.—NYSED-88-8371

Pub Date—Mar 89

Grant—076-88-0022

Note—22p.

Available from—Office for Education of Children
with Handicapping Conditions, Division of Pro-
gram Development, Room 1071, Education
Building Annex, New York State Education De-
partment, Albany, NY 12234.

Pub Type—Reports - Descriptive (141) — Guides

- Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, *Educational Practices,
Individualized Education Programs, Intermediate
Grades, Program Implementation, Secondary Edu-
cation, Student Evaluation, Student Interests,
Vocational Aptitude, *Vocational Evaluation

Identifiers—New York

The brochure provides an overview of the compo-
nents of vocational assessment used in many Co-
operative Services Model (CSM) projects in New
York State. Federal and state requirements for vo-
cational assessment for students with handicapping
conditions, the purpose of vocational assessment,
and a suggested vocational assessment model are
discussed. The assessment process is used to docu-
ment student-specific information regarding atti-
tudes, abilities, interests, and vocational awareness
to be considered in the development and implemen-
tation of the Individualized Education Program.

The goal of the process is to foster the provision of
appropriate educational services to students with
handicapping conditions and a fuller realization of
their academic and employment potential. Three
levels of assessment are identified, each being pro-
gressively more comprehensive and time intensive.
Appendices provide a directory of CSM projects
and contact information for vocational rehabilita-
tion and special education and training resource
centers in New York State. (PB)

ED 312 829 **EC 221 287**

OECHC Program Review Guide. A Manual of

Standard Operating Procedures. Revised.

New York State Education Dept. Albany. Office for
the Education of Children with Handicapping
Conditions.

Pub Date—Oct 88

Note—78p. Prepared by the Division of Program
Monitoring.

Pub Type—Reports - Descriptive (141) — Guides

- Non-Classroom (055) — Tests/Questionnaires
(160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Compliance (Legal), *Disabilities,
*Educational Legislation, Elementary Secondary
Education, *Institutional Evaluation, *Program
Evaluation, Reports, *Self Evaluation (Groups)

Identifiers—New York

The program review guide provides a framework
and a source of reference for the monitoring staff of
the New York State Education Department's Office
for Education of Children with Handicapping Con-
ditions. The manual simultaneously provides a
means for school districts, the Boards of Coopera-
tive Educational Services, and other agencies to
monitor their own programs for compliance with all
state and federal requirements for the provision of
special education programs and services for chil-
dren with handicapping conditions. This manual in-
cludes site visit procedures, a sample letter notifying
the site of a scheduled visit, descriptions of informa-
tion requested prior to site visit, entrance interview
procedures, program review procedures, samples of
data collection forms, and the final report format.
The final report covers board of education responsi-
bilities, policies and procedures on issuing diplomas

and certificates, appointment of Committees on
Special Education, referral and placement proce-
dures, individualized education programs, and pro-
vision of appropriate services. (PB)

ED 312 830 **EC 221 288**

Vasa, Stanley F. And Others

Supervision Strategies for Special Educators in

Working with Instructional Paraprofessionals.

Nebraska Univ., Lincoln. Dept. of Special Educa-
tion and Communication Disorders.

Pub Date—7 Apr 89

Note—14p. Paper presented at the Annual Con-
vention of the Council for Exceptional Children
(67th, San Francisco, CA, April 7, 1989). Developed
by Project TAP: A Teacher Assistance Program in
the utilization, training, and supervision of
paraprofessionals in special education pro-
grams.

Pub Type—Speeches/Meeting Papers (150) —

Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary
Education, *Paraprofessional School Personnel,
Records (Forms), *Skill Development, *Special
Education Teachers, Supervision, *Supervisory
Methods

Suggestions are presented to help special educa-
tion teachers develop effective techniques for su-
pervising paraprofessionals. Practices which can be
used to make the supervision process more system-
atic and effective include: orientation to the class-
room, and gradual introduction of duties; para-
professional skill development; use of detailed
lesson plans; scheduling of paraprofessional activi-
ties; use of weekly planning conferences; and evalua-
tion of the paraprofessional's contribution to the
learning environment. The document includes a
sample job description for a paraprofessional, an an-
nual training plan, a skill monitoring checklist, a
sample teacher/paraprofessional conference docu-
mentation guide, two paraprofessional evaluation
forms (one to be completed by the teacher and one
by the paraprofessional), and a list of suggested
readings. (PB)

ED 312 831 **EC 221 289**

Lander, Jennifer L.

Increasing Physical Therapy Students' Ability To

Be Innovative in the Treatment of Children by

Creatively Using Games and Toys.

Pub Date—13 Feb 89

Note—68p. Ed.D. Practicum, Nova University

Pub Type—Dissertations/Theses - Practicum Pa-
pers (043) — Reports - Research (143) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Allied Health Occupations Educa-
tion, *Childrens Games, Early Intervention,
Higher Education, Infants, Parent Education,
*Physical Disabilities, *Physical Therapy, Pre-
school Education, *Therapeutic Recreation, Tod-
dlers, *Toys

This practicum was designed to increase the abili-
ty of physical therapy students to be innovative in
the treatment of children, 0 to 3 years old, by cre-
atively using toys and games. The practicum in-
volved: (1) administering a test to seven senior
physical therapy majors to determine students' cur-
rent knowledge; (2) administering a questionnaire
to seven practicing clinical supervisors to determine
use of games and toys as adjuncts to therapeutic
intervention; (3) planning and conducting a special-
ized pediatric seminar/workshop, which included
class discussions, outside assignments, in-class
presentations, slides, games, and 5 weeks of clinical ex-
perience in a pediatric setting; (4) indirectly super-
vising the students at the affiliated clinical facility; and
(5) developing, administering, and scoring a pro-
gram evaluation component. Analysis of the data
revealed that the seminar/workshop increased stu-
dents' use of toys and games in their treatment of
children, and that students were appropriately
teaching parents how to select and use toys for their
handicapped children. A survey of the seven stu-
dents indicated that they felt that the program ex-
panded their problem-solving abilities and
parent-teaching skills. The appendices include the
pre-tests, post-tests, questionnaire, and toy selec-
tion criteria used in this study. (PB)

ED 312 832 **EC 221 290**

Gordon, Edward E.

Educators' Consumer Guide to Private Tutoring

Services. Fastback 285.

Phi Delta Kappa Educational Foundation, Bloo-

mington, Ind.

Report No.—ISBN-0-87367-285-2

Pub Date—89

Note—30p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (\$0.90).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business, Check Lists, *Consumer Education, Elementary Secondary Education, *Low Achievement, Parent Counseling, *Program Evaluation, *Remedial Instruction, *Tutorial Programs, *Tutoring

This pamphlet provides educators with a consumer's guide to private tutoring services in their communities. It includes a history of the tutoring tradition, methods used by tutoring services to show student progress, procedures for locating a tutor or tutoring service, criteria for selecting a tutoring service, a checklist for assessing tutoring services, suggestions for counseling parents who are considering enrolling their child in a tutoring service, and an annotated bibliography. (PB)

ED 312 833

EC 221 291

Riley, Suzanne. Rovers, Carol

A Parent's Guide to Accessing Parent Groups, Community Services, and to Keeping Records.

Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Handicapped Children and Youth, Washington, DC. Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—[89]

Grant—G00870216

Note—32p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Information, *Community Services, *Disabilities, *Information Networks, *Recordkeeping, *Rural Family, Social Support Groups

This publication aims to help families better access services for their disabled children and organize their records for maximum efficiency. The suggestions are designed to help families develop personalized local directories of services for their individualized needs. The four chapters have the following titles: "Guide to Parent Groups," "Guide to Community Services," "Rural Families," and "Record Keeping." (PB)

ED 312 834

EC 221 292

Parent-Professional Relations. Bibliography #27.

Illinois Public Health Association, Springfield, IL.

Illinois Birth to Three Clearinghouse.

Spons Agency—Governor's Planning Council on Developmental Disabilities, Springfield, Ill.

Pub Date—Jun 89

Note—14p.; This bibliography series is designed to be produced upon request. Illinois Birth to Three Clearinghouse Bibliography Series.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development Specialists, *Disabilities, Early Intervention, Infants, *Interpersonal Relationship, Parent Education, *Parent Participation, *Parent School Relationship, Toddlers

This bibliography provides a listing of 111 English-language books, articles, and audiovisual resources on the subject of relations between professionals and the parents of infants and toddlers with disabilities. Specific topics covered include, among others: parent attitudes, goal-setting, family assessment, stress, support groups, parent education and counseling, early intervention programs, and effective communication. Items listed in the bibliography are available to Illinois residents through the Birth to Three Clearinghouse. (PB)

ED 312 835

EC 221 293

Hennessey, Beth A. Amabile, Teresa M.

Creativity and Learning: What Research Says to the Teacher.

National Education Association, Washington, D.C. Report No.—ISBN-0-8106-1078-7

Pub Date—87

Note—34p.

Available from—National Education Association, Professional Library, P.O. Box 509, West Haven, CT 06516 (\$3.95, Stock No. 1078-7).

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Creative Development, *Creative Thinking, *Creativity, *Creativity Research, Elementary Secondary Education, *Learning Motivation, Learning Strategies, Skill Development, Student Motivation, Teaching Methods

The pamphlet reviews research on creativity and applies it to the learning process. After discussing the definition and measurement of creativity, the components of creative performance are outlined, including domain-relevant skills, creativity-relevant skills, and intrinsic task motivation. Factors which destroy students' creativity are noted, such as having children work for an expected reward, setting up competitive situations, having children focus on expected evaluation, using plenty of surveillance, and setting up restricted-choice situations. Strategies for nurturing and encouraging intrinsic motivation and creativity in classroom settings are explored. A bibliography and a list of resources on thinking skills conclude the pamphlet. (PB)

ED 312 836

EC 221 294

Berg, Pam

Youth in Transition: Developing Appropriate Services for Adult Survivors of Pediatric Disorders. Summary of Proceedings (May 25-26, 1988, Baltimore, Maryland).

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Pub Date—May 88

Note—27p.; For the National Center for Networking Community Based Services, and the National Center for Youth with Disabilities.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Adults, Cooperative Planning, Delivery Systems, *Health Services, Medical Services, *Needs Assessment, *Pediatrics, *Special Health Problems, *State Programs, *Transitional Programs

Identifiers—Colorado, Minnesota, Virginia, Washington, Wisconsin

Participants from five states (Colorado, Minnesota, Virginia, Washington, and Wisconsin) met to establish a national network to promote state and community-based models of comprehensive coordinated planning and service delivery to adults who survived pediatric disorders in their childhood. Results of state caucuses, which discussed and listed individual state strengths, weaknesses, focus, roles of the private and public sectors, and goals and activities, are outlined. Additionally, recommendations of focus groups are listed, covering the following topic areas: (1) financing; (2) private sector; (3) public sector; and (4) community service linkages. Also identified by conference participants were technical assistance needs of their states. The conference agenda and the participant list are appended. (DB)

ED 312 837

EC 221 295

Information for the Graduate.

Montgomery County Public Schools, Rockville, MD. Dept. of Special Education and Related Services.

Report No.—MAR-89-4K

Pub Date—Mar 89

Note—26p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Services, *Daily Living Skills, *Disabilities, Employment Services, High School Graduates, Medical Services, *Organizations (Groups), Postsecondary Education, Recreation, Rehabilitation, *Resources, Social Services, Social Support Groups

Identifiers—*Maryland (Montgomery County)

This booklet for graduates of special education programs in Montgomery County, Maryland, briefly describes and lists local resources for further education, work opportunities, recreation, and health/safety. The first section provides information on being independent and covers school records, social security cards, armed services registration, personal identification, supplemental social security income benefits, food stamps, metro cards, taxi service, library services, child care, clothing, and consumer protection. Subsequent sections identify key community services, resources for further education and training, employment services, and recreational opportunities. Medical information is organized into resources on emergency assist-

ance, hospitals, crisis intervention, community mental health resources, and sexual abuse. Listed next are a variety of local support groups for such disabilities as learning disabilities, autism, hearing impairments, mental retardation, cerebral palsy, and visual handicaps. An alphabetical listing of resources is also provided. (DB)

ED 312 838

EC 221 296

Brown, Carl And Others

Computer Access in Higher Education for Students with Disabilities: A Practical Guide to the Selection and Use of Adapted Computer Technology. Second Edition.

California Community Colleges, Sacramento. High-Tech Center for the Disabled.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—89

Note—403p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Accessibility (for Disabled), *Assistive Devices (for Disabled), College Students, *Computer Uses in Education, *Disabilities, *Educational Media, Federal Legislation, Higher Education, *Trend Analysis

Identifiers—Rehabilitation Act Amendments 1986

The manual provides a review of trends in adapted computer technology as well as guidelines to the selection and use of computer technology in college programs serving disabled students. Changes in the second edition include a new section dealing with the computer access needs of the severely disabled, an enlarged product guide, a curriculum guide to development of courses in adapted computer technology, and the complete text of Section 508 of Public Law 99-506. An executive summary reviews the current state of adapted computer technology, its practicality in the educational and job environment, legal implications, and future trends. The first five chapters address specific access requirements for persons with visual disabilities, mild to moderate orthopedic disabilities, moderate to severe orthopedic disabilities, learning disabilities, and other disabilities. The remaining chapters have the following titles: "Profile of a High-Tech Center Director"; "Profiles of Disabled Persons Who Use Adapted Computer Technology"; "Funding the High-Tech Center"; "Computer Access, Disability and the Law"; "The Corporate Perspective"; and "Future Trends in Adapted Computer Technology." Appendices provide a product guide to adapted computer hardware and software and an adapted computer technologies curriculum. A brochure describing the High-Tech Center for the Disabled of the California Community Colleges Chancellor's Office is also included. (DB)

ED 312 839

EC 221 297

Goldberg, Lorraine F.

Implementing Cooperative Learning within Six Elementary School Learning Disability Classrooms to Improve Math Achievement and Social Skills.

Pub Date—29 Apr 89

Note—165p.; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Behavior Change, *Behavior Problems, *Cooperative Learning, *Educational Methods, Elementary Education, Grouping (Instructional Purposes), *Instructional Effectiveness, Interpersonal Competence, *Learning Disabilities, *Mathematics Instruction, Teacher Role

Cooperative learning lessons in mathematics were instituted in 6 learning disability elementary classrooms serving a total of 47 students. Verbal rehearsal and collaboration were intended to reinforce the internalization and generalization of skills. Structured social interaction was intended to facilitate peer acceptance. Although two of the classes were not able to consistently follow through with the cooperative learning curriculum, the four classes in which teacher participation was kept at an optimal level through consistent monitoring and feedback demonstrated accelerated math progress for the 6-month period. Students in these classes also decreased negative behaviors, practiced collaboration, and increased time on task. The practicum report contains a description of the community and population, a problem description and review of related literature, a statement of anticipated outcomes

on the evaluation instruments, and a description of the solution strategy. The final section gives results, conclusions, and recommendations, and dissemination activities are described for the report and lesson plans. Appendixes provide further information on target behaviors, discussion questions, demonstration lessons, block plans, sample daily plans, and a social skills lesson plan. (DB)

ED 312 840 EC 221 298

Kemp, Faye, Ed. And Others

New Directions in Resources for Special Needs Hearing Impaired Students: Outreach '88. Proceedings of the Annual Southeast Regional Summer Conference (8th, Cave Spring, Georgia, June 14-17, 1988).

Atlanta Area School for the Deaf, GA.; Gallaudet Coll., Washington, D.C. Pre-College Programs; Georgia Interpreters Network Services, Atlanta; Georgia School for the Deaf, Cave Spring.

Pub Date—Jun 88

Note—206p.; Photographs will not reproduce well. For selected individual papers, see EC 221 299-303.

Pub Type—Collected Works - Proceedings (021) **EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Auditory Perception, Community Programs, Curriculum Development, Deaf Interpreting, *Deafness, *Delivery Systems, *Educational Practices, Education Work Relationship, Elementary Secondary Education, *Hearing Impairments, Language Acquisition, Mainstreaming, Minimum Competencies, Multiple Disabilities, Preschool Education, Recreation, Residential Programs, Rural Education, Sign Language, Visual Perception, Writing Instruction

The proceedings include, after the keynote address by E.M. Childers and the conference agenda, the following papers: "An Additional Handicap: Visual Perceptual Learning Disabilities of Deaf Children" (Vivienne Ratner); "Minimum Competency Testing" (Carl Williams); "Transitional Planning for Hearing Impaired Students in the Mainstream" (Helen Boyle); "From Point to Point: A Writing Program for Hearing Impaired Students" (Jan Laughton and Page Long); "Communication Between Dormitory Staff and Parents" (Michael Kelly); "Infant-Toddler Evaluation" (Ruth Funderburg and Paula Forney); "New Developments in Recreation for Residential Students" (Marilyn Myers); "Community Based Curriculum for Hearing Impaired Students" (John Johnston et al.); "Educational Interpreting" (Judy Heavner); "Preparing Deaf Students for College/What Parents and Teachers Can Do" (Susan Easterbrooks); "What Does LRE Mean?" (Sy DuBow); "Debugging the Human Computer: Instrumental Enrichment" (Mary Jo Johnson); "Auditory Processing for the Hearing Impaired" (Linda McGraw); "The Semantic/Syntactic Assessment and Instruction of Language Rationale and Development" (Phyllis Baker and Debbie Imman); "Developing a Curriculum for the Multi-Handicapped Hearing Impaired" (Dianne Moore and Larry Thorne); "Dichotomies-The Deaf Dilemma: The Deaf Child and the Restrictive Element in His/Her Environment" (Joe Hartung); "Innovative Ways to Serve Hearing Impaired Students in Rural Settings" (Helen Boyle); "The Role of Philanthropy in Provision of Services to the Deaf" (David Brown); "AIDS" (Maureen Dinges); "KET K-12 Instructional Television Programs" (Jan Davie); "American English Phonetic Hand Alphabet" (Jay Barker); "Visual Impulses" (Michael Burton); and "The Past is Prologue/Observation/Directions" (James Whitworth). (DB)

ED 312 841 EC 221 299

Ratner, Vivienne

An Additional Handicap: Visual Perceptual Learning Disabilities of Deaf Children.

Pub Date—Jun 88

Note—12p.; In: Kemp, Faye, Ed.; And Others. *New Directions in Resources for Special Needs Hearing Impaired Students: Outreach '88. Proceedings of the Annual Southeast Regional Summer Conference (8th, Cave Spring, Georgia, June 14-17, 1988); see EC 221 298.*

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Deafness, Etiology, *Handicap Identification, *Learning Disabilities, Mathematics Achievement, *Multiple Disabilities, *Perceptual Handicaps, Sign Language, *Visual Perception

The paper examines issues concerned with the

incidence of visual perceptual learning disabilities among deaf and partially hearing children. Evidence indicating a high incidence (15.5 percent of 682 deaf students) of visual perceptual deficits is offered, as is a definition of visual perception. The impact of visual perceptual deficits on educational performance is discussed especially in the areas of writing and mathematics. The most devastating effect of the disorder is seen to lie in decreased ability to comprehend sign language. Causes of learning disabilities in deaf children are suggested. Characteristics of this population are discussed along with the effects of inappropriate tests which may fail to identify these students. (DB)

ED 312 842 EC 221 300

Funderburg, Ruth Seth Forney, Paula

Infant-Toddler Evaluation.

Pub Date—Jun 88

Note—13p.; In: Kemp, Faye, Ed.; And Others. *New Directions in Resources for Special Needs Hearing Impaired Students: Outreach '88. Proceedings of the Annual Southeast Regional Summer Conference (8th, Cave Spring, Georgia, June 14-17, 1988); see EC 221 298.*

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Early Intervention, Evaluation Methods, *Hearing Impairments, *Home Programs, Infants, *Multiple Disabilities, Occupational Therapy, Physical Therapy, Preschool Education, State Programs, Toddlers, *Visual Impairments

The Georgia Parent Infant Network for Educational Services (PINES) is a home intervention program currently serving over 300 hearing impaired, visually impaired, and multihandicapped sensory impaired (MHSI) preschoolers. The infant-toddler evaluation component is described, with sections on screening and diagnosis, parent education concerning other handicapping conditions, developmental assessment, infant/toddler evaluation in deafness, assessment of the MHSI, and use of the Callier Azusa Scale and the Insite Developmental Checklist. The physical/occupational therapy component is also described, including training of therapists, purpose of therapy, and assessment in 12 areas by physical/occupational therapists. References conclude the paper. (DB)

ED 312 843 EC 221 301

Easterbrooks, Susan R.

Preparing Deaf Students for College: What Parents and Teachers Can Do.

Pub Date—Jun 88

Note—19p.; In: Kemp, Faye, Ed.; And Others. *New Directions in Resources for Special Needs Hearing Impaired Students: Outreach '88. Proceedings of the Annual Southeast Regional Summer Conference (8th, Cave Spring, Georgia, June 14-17, 1988); see EC 221 298.*

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Preparation, College Students, *Deafness, Higher Education, Parent Role, Postsecondary Education, *Student Characteristics, Teacher Role

Identifiers—Jacksonville State University AL

The paper considers postsecondary educational support for deaf students and describes the program at Jacksonville (Alabama) State University which provides support services for sensory impaired individuals wishing to attend college. A definition of postsecondary education is provided. The paper discusses the need for postsecondary education by this population, levels of functioning of incoming deaf freshmen at Jacksonville, typical characteristics of most deaf students, and what parents and teachers can do to help. (DB)

ED 312 844 EC 221 302

DuBow, Sy

What Does LRE Mean?

Pub Date—Jun 88

Note—15p.; In: Kemp, Faye, Ed.; And Others. *New Directions in Resources for Special Needs Hearing Impaired Students: Outreach '88. Proceedings of the Annual Southeast Regional Summer Conference (8th, Cave Spring, Georgia, June 14-17, 1988); see EC 221 298.*

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Compliance (Legal), *Court Litiga-

tion, *Deafness, *Disabilities, Educational Legislation, Elementary Secondary Education, *Federal Legislation, Government Role, *Mainstreaming, Special Classes, Special Schools, *Student Placement

Identifiers—*Education for All Handicapped Children Act

The paper interprets the legal meaning and application of the "least restrictive environment" (LRE) principle in the education of handicapped, and particularly deaf children. The role of the Department of Education in interpreting the intent of the Education for All Handicapped Children Act, is reviewed with emphasis on the "core value" of LRE. Also examined is congressional intent in the original law. Federal court interpretations of LRE are examined including the following cases: *Roncker v. Walter*, *A.W. v. Northwest R.I. School District*, and *Geis v. Bd. of Education*. Specific decisions on LRE and deaf children reviewed include *Springdale School District v. Grace*, and *Visco v. School District of Pittsburgh*. The paper stresses that the goal of educating students in the least restrictive environment should be secondary to the goal of providing an appropriate education that meets the unique needs of each handicapped child. (DB)

ED 312 845 EC 221 303

Johnson, Mary Jo

Debugging the Human Computer: Instrumental Enrichment.

Pub Date—Jun 88

Note—12p.; In: Kemp, Faye, Ed.; And Others. *New Directions in Resources for Special Needs Hearing Impaired Students: Outreach '88. Proceedings of the Annual Southeast Regional Summer Conference (8th, Cave Spring, Georgia, June 14-17, 1988); see EC 221 298.*

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, *Cognitive Development, Cognitive Processes, Curriculum, *Deafness, *Educational Methods, Elementary Secondary Education, Instructional Materials, Theories

Identifiers—*Instrumental Enrichment, North Carolina School for the Deaf

The paper describes the implementation of a 3-year cognitive skills development curriculum, Instrumental Enrichment (IE), at the North Carolina School for the Deaf in a question/answer format. The following questions are addressed: What are the goals? Who is it for? How is it taught? What is the IE classroom climate like? What is the theory? What are the deficient cognitive functions? What are some of the instruments and their specific areas of concentration? What is the proof? Where can I get information on purchasing IE materials? What kind of training is involved? What is a sample lesson like? In what ways does IE most benefit the teacher and students? (DB)

ED 312 846 EC 221 304

Lobato, Debra Miller, Carol T.

Disabilities of Handicapped Children: Assessing the Need for and Impact of Their Early Education.

Final Report.

Vermont Univ., Burlington.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—[86]

Grant—G008300345

Note—59p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Disabilities, Individual Needs, *Intervention, Needs Assessment, Preschool Children, Preschool Education, *Psychological Characteristics, Sibling Relationship, *Siblings, *Social Development

The project examined the psychosocial functioning of preschool-aged siblings of handicapped children in comparison to a matched control group of siblings of non-handicapped children. The project then examined the psychosocial effects of increasing sibling understanding of and involvement with the handicapped child via participation in a 6-week sibling workshop program. Subjects were 24 children, aged 3 to 7, who had a sibling with a handicapping condition. Results based on parental questionnaires and pre- and post-interviews of the children indicated few statistically significant differences in psychosocial functioning. Having a handicapped sibling was not associated with differences between children on measures of empathy, verbal-

ized affect toward parents or siblings, understanding of disability terms, or perceived self-competence and acceptance. Significant differences between the groups were uncovered only on measures of functioning obtained through maternal reports, which may have been due to mothers' perceptions being influenced by stress factors and not the siblings' actual behavior. Enrollment in the sibling workshop program failed to produce measurable changes in psychosocial functioning. Parents, however, were enthusiastic about their child's participation, expressing satisfaction that a special program was designed for their "neglected" non-handicapped child. An appendix contains explanations of the measures of videotaped behavior and a description of sibling workshop activities. (JDD)

ED 312 847 **EC 221 305**

Patterson, Douglas
Alabama School for the Blind Fitness and Nutrition Project.

Alabama Inst. for Deaf and Blind, Talladega.
Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—[86]
Grant—G008500256

Note—100p.
Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Blindness, Body Composition, Comparative Analysis, Elementary Secondary Education, *Intervention, *Nutrition, *Physical Fitness, Residential Schools, *Visual Impairments

This project compared the relative physical fitness levels of 30 visually handicapped/blind students (aged 7-18) at a residential school with that of non-handicapped peers, to develop a school-based fitness and nutrition intervention program and determine impact of the intervention. The compounding handicapping nature of fitness deficits and blindness is discussed, and previous programmatic fitness research is reviewed. The project involved assessing students' cardiovascular fitness, body composition, and nutritional status. Pre-intervention characteristics showed that the experimental group was heavier, had a larger value for the sum of skinfolds, and had smaller mid-arm circumference measures than the controls. Post-intervention measures indicated significant changes in heart rates during submaximal exercise and a decrease in sum of skinfolds for the experimental group. The only dietary intake variable to show a significant change for the experimental group between pre- and post-intervention was an increase in protein consumed. Appendices include screening tools for exercise testing; sample blood chemistry profile; National Center for Health Statistics growth charts; norms for triceps skinfold, mid-arm circumference, and mid-arm muscle circumference; food intake records; and nutrition intervention information. A 7-page bibliography is also included. (JDD)

ED 312 848 **EC 221 306**

Perry, Joyce L.
Field Initiated Research: A Field Based Study of the Effects of an Educational Program on School Adjustment of Mildly Handicapped Secondary School Students. Final Report.

Wake County Public School System, Raleigh, N.C.
Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—29 Dec 86
Grant—G008400634

Note—89p.; Appendices A-E will not reproduce well.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Attendance, *Cognitive Development, *Emotional Disturbances, *Intervention, *Learning Disabilities, *Mild Mental Retardation, Secondary Education, *Student Behavior

Identifiers—*Instrumental Enrichment

The study investigated short-term effects of a cognitive education program (the Instrumental Enrichment program) on school-related behaviors of 197 mildly retarded, emotionally handicapped, and learning-disabled students, compared to 127 controls. Hypotheses were that Instrumental Enrichment (IE) students would show improvement in cognitive functioning and class/school behavior, while non-IE students would not; that 2-year subjects would show greater improvement on both functioning and behavior than 1-year subjects; and that mentally handicapped students would improve

more than the other two groups. It was not possible to demonstrate that a significant effect resulted from IE training, as neither seventh-grade nor eighth-grade subjects showed an increase in academic performance or reduced absenteeism or behavior problems. The only statistically significant differences were found for schools attended, educational exceptionality, and race. The report summarizes and evaluates the project's first year activities and second year activities and offers a final report. Appendices contain summary statistics for study measures by levels of treatment condition, educational exceptionality category, sex, race, and school. (JDD)

ED 312 849 **EC 221 307**

Tracy, Barbara
Positioning and Care of the Low-Tone Child.

Report No.—ISBN-0-88450-361-5

Pub Date—89
Ncle—13p.

Available from—Therapy Skill Builders, Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 (\$12.50 for a package of 10, Catalog No. 4164-Item #6639).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Rearing, Human Posture, *Infants, *Motor Development, Motor Reactions, *Physical Disabilities, *Physical Therapy

Identifiers—*Positioning (Patients)

The brochure offers guidelines on the everyday care and handling of infants with low muscle tone, in order that positioning, carrying, and other daily activities can be done in ways that will enhance the development of the child and prevent abnormal postures and patterns of movement. Proper positioning in the prone, supine, side lying, and sitting positions can help prevent abnormal postures and give the infant the opportunity to strengthen different groups of muscles. Carrying involves providing adequate support for head and trunk. Other routine daily activities which provide opportunities to improve the child's strength and development occur during dressing, feeding, and bathing. (JDD)

ED 312 850 **EC 221 308**

Facy, Cassandra
Developing Effective Communication for the Physically Handicapped Child.

Report No.—ISBN-0-88450-366-6

Pub Date—89
Note—20p.

Available from—Therapy Skill Builders, Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 (\$12.50 for a package of 10, Catalog No. 4164-Item #6683).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Body Language, *Communication Aids (for Disabled), *Communication Skills, *Nonverbal Communication, *Physical Disabilities, *Skill Development

Identifiers—Augmentative Communication Systems

Developing effective communication for the physically handicapped child involves establishing a communication system which comprises many non-speech modes as well as intelligible speech. The child can develop communication readiness skills as the parents develop an attachment between parent and child, acknowledge the child's methods of communication other than speech, help the child interact with objects, talk to the child, and give the child opportunities to make choices. Communication systems can be gestural or gestural-assisted in nature. Gestural systems are described as those communication systems in which the sender communicates by motion of body parts. Gestural-assisted systems are described as those systems which require external assistance to communicate; such systems can be non-electronic or electronic. The pamphlet concludes with a list of information sources and manufacturers. (JDD)

ED 312 851 **EC 221 309**

Rogers, Karen B., Ed.
The Orono Science Project. Enriched Science for Gifted Cluster Students.

Orono School District, Minneapolis, MN.

Pub Date—May 89

Note—268p.

Pub Type—Reports - Evaluative (142) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Enrichment, Curriculum Evaluation, Elementary Secondary Education, *Gifted, *Inservice Teacher Education, *Science Course Improvement Projects, *Science Instruction, Student Attitudes, Teacher Attitudes, Teacher Education Programs

Identifiers—Minnesota (Orono)

This package includes compaction plans, enrichment opportunities designed to be substituted for the basic science curriculum already mastered, and extensive bibliographies of materials and books for gifted students in the Orono (Minnesota) school district. The project focused on training seven science teachers for cluster teaching of students gifted in science in grades 4-8. The teachers received training in principles of curriculum differentiation, compaction and modification, as well as the current literature and characteristics of gifted science students. The implemented programs yielded increased teacher motivation, increased classroom interest and student participation, refinement and articulation of the Orono science curriculum, and a more supportive administrative stance toward the curriculum. Charts include enrichment activity matrices covering processes of comprehension, application/analysis, and synthesis/evaluation for several topics of study, and bibliographies by grade and topic. (PB)

ED 312 852 **EC 221 310**

Hearing on EHA Discretionary Programs Reauthorization. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives. One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—7 Mar 89

Note—293p.; Some pages will not reproduce well due to small print. Serial No. 101-3.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Disabilities, *Educational Legislation, *Federal Legislation, Financial Support, Hearings, Mainstreaming, *Program Budgeting, Program Costs, Program Evaluation

Identifiers—Congress 101st, Education of the Handicapped Act 1970

The transcripts, prepared statements, letters, supplemental materials, et transcripts, prepared statements, letters, supplemental materials presented at a congressional hearing on the reauthorization of the discretionary programs of the Education of the Handicapped Act comprise this document. Materials include comments from representatives of the Association for Children and Adults with Learning Disabilities, the National Federation for the Blind, Educational Audiology Programs, the American Indian Rehabilitation Research and Training Center, the National Center for Law and the Deaf at Gallaudet University, National Longitudinal Transition Study, and other concerned groups and individuals. (PB)

ED 312 853 **EC 221 311**

Hicks, John S., And Others
The Five P's Replication Study.

Variety Pre-Schooler's Workshop, Syosset, NY.
Spons Agency—A.L. Mailman Family Foundation, Inc.; American Legion Child Welfare Foundation, Inc., Indianapolis, Ind.; Hugo and Doris Neu Foundation, New York, NY.

Pub Date—Dec 88

Note—92p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Behavior Rating Scales, *Classroom Observation Techniques, *Disabilities, Early Childhood Education, National Surveys, Preschool Education, *Student Evaluation, Test Reliability, Test Validity

Identifiers—*Five Ps Observational Scale

This study evaluated the Five P's (Parent/Professional Preschool Performance Profile) observational scale through which preschool teachers and parents evaluate the behavior of disabled or nondisabled children in natural settings while the children interact with familiar adults over prolonged periods of

time. Developmental skills and interfering behaviors are the two main categories observed and rated. In this replication study 370 children ranging in age from 20 months to 7 years from a wide range of geographical areas were assessed for teacher/parent rating agreement, Cronbach Alpha reliability, test retest reliability, and the development of a set of experimental norms for the five major subscales. Involved teachers and parents rated the scales positively and the replication study presented strong supportive evidence that these ratings met professional standards of reliability for teachers. (PB)

ED 312 854 **EC 221 312**

Ekstrand, Richard E. And Others
Preparation for Special Education Hearings: A Practical Guide to Lessening the Trauma of Due Process Hearings.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-189-7

Pub Date—89

Contract—RI88062007

Note—48p.

Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091-1589 (\$10.00, nonmembers; \$8.00, members; Stock No. 327).

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Advocacy, *Coping, *Disabilities, *Due Process, Elementary Secondary Education, *Hearings, *School Counseling, *Student Rights

Identifiers—*Education For All Handicapped Children Act

One of the fundamental rights guaranteed by the Education of the Handicapped Act is the right to an impartial due process hearing. Such hearings are often difficult and emotionally draining experiences. They need not be so difficult, however, because proper and sensitive preparation for a hearing can minimize its negative emotional impact. This monograph presents fundamental information about the hearing process, followed by a practical step-by-step guide to help school system personnel prepare for due process hearings and their aftermath. (Topics covered include: grounds for a hearing, the impartial hearing officer, parties and counsel, conducting the hearing, appeals, prehearing preparation, role of the attorney/case presenter, role of the witness, preparing to testify, and post-hearing reactions. Appendixes include information on the Attorneys' Fees Act, a Case Preparation Checklist, a Testimony Preparation Guide, and a case study.) (Author/PB)

ED 312 855 **EC 221 314**

Management of Chronic Infectious Diseases in School Children. Revised Edition.

Illinois State Board of Education, Springfield; Illinois State Dept. of Public Health, Springfield.

Pub Date—89

Note—33p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, *Communicable Diseases, Elementary Secondary Education, Policy Formation, *Program Development, Program Implementation, Rubella, *School Policy, *Special Health Problems, *State Standards

Identifiers—Cytomegalovirus, Hepatitis, Herpes Simplex, *Illinois

This manual contains current guidelines for Illinois school personnel to follow when working with children who have infectious diseases. The first chapter focuses on school district development of policies and procedures and program implementation. The next chapter provides information on characteristics, mode of transmission, prevention, and classroom implications for the following infectious diseases: congenital rubella syndrome, hepatitis B, cytomegalovirus infections, herpes simplex, and acquired immunodeficiency syndrome (AIDS) and AIDS-related illnesses. Chapter 3 provides guidelines on: (1) establishing infectious disease prevention procedures; (2) maintaining a safe, healthful school environment; (3) cleaning up body fluid spills; (4) maintaining a clean school environment; (5) special procedures for early childhood,

day care, and special classroom settings; and (6) selecting an appropriate disinfectant and sanitizer. Appendix A provides two sample policies on infectious disease. Appendix B offers an AIDS case definition for surveillance purposes with three supplements providing information on laboratory evidence for or against HIV (human immunodeficiency virus) infections, definitive diagnostic methods for diseases indicative of AIDS, and suggested guidelines for presumptive diagnoses of diseases indicative of AIDS. Appendix C gives a classification system for HIV infections, appendix D a glossary of 14 terms, and appendix E a bibliography of 22 items. (DB)

ED 312 856 **EC 221 315**

Walsh, James Mackin
Implementation of Preferral Intervention Systems.

Pub Date—Apr 89

Note—35p; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, *Consultation Programs, *Disabilities, Elementary Secondary Education, *Intervention, Program Implementation, *Referral, Student Placement, *Teamwork

Identifiers—*Prereferral Intervention

To identify factors which facilitate and limit the successful implementation of pre-referral intervention systems in public schools, a survey was conducted of Maine Directors of Special Education who represented school systems using pre-referral systems. Forty-eight of 67 special education directors responded to the survey; 20 additional responses were collected by pre-referral team members at 9 school systems which use formalized team-based pre-referral systems. Facilitating factors included the support of the building principal, the support of special and regular educators for the consultation process, and adequate time and training for pre-referral teacher involvement. Limiting factors included resistance by regular classroom teachers due to increased time and effort, and the focus of pre-referral intervention on classroom change. Survey results also revealed: (1) a need for staff training in consultation to foster a better understanding of pre-referral goals; and (2) a recognition that administrative factors play a large role in the successful implementation of pre-referral systems. (JDD)

ED 312 857 **EC 221 316**

Gable, Robert A. Rasso, Marcia L.
Use of the Behavioral Interview for Target Behavior Specification in Collaboration and Consultation.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—88

Grant—G008715088

Note—35p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Problems, *Consultation Programs, Cooperative Planning, Educational Cooperation, *Educational Diagnosis, Elementary Secondary Education, High Risk Students, *Interviews, *Learning Problems

Identifiers—*Behavioral Interview, *Behavior Analysis

This paper reviews literature on methods of specifying target behaviors as a preliminary step in the provision of specialized instructional programming for low-performing, at-risk students. Careful specification of target behaviors can ensure that collaborating teachers in a consultation program have a shared understanding of the exact nature of the referral problem. Past practices for problem identification generally involved conducting a conventional interview with the consultee. Shortcomings associated with this approach are discussed. A rationale is introduced for employing an alternative process termed a behavioral interview, which yields clearer specification of the problem behavior. Six verbal skills that appear to be central to successful problem identification in a behavioral interview include: behavior verbalizations, behavior setting verbalizations, evaluation verbalizations, summary verbalizations, empathy verbalizations, and deflection verbalizations. To the extent possible, the inter-

view should be standardized to ensure that target behaviors are adequately identified and to decrease sources of error and bias. Specialized training is required before prospective consultants begin the process. References are listed. (JDD)

ED 312 858 **EC 221 317**

Foster, Herbert L. Ed.
A Variety of Programs Meeting the Needs of Emotionally Disturbed Students in New York State. Special Conference Edition.

Association of New York State Educators of the Emotionally Disturbed.

Pub Date—89

Note—34p; The unnumbered Special Conference program insert was not included in the copy received by ERIC.

Available from—Association of New York State Educators of the Emotionally Disturbed (ANY-SEED), OMB 112, SUNY College at New Paltz, New Paltz, NY 12561.

Journal Cit—Perceptions; v24 n2 Win 1989

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adventure Education, Behavior Modification, Camping, Day Schools, Educational History, Elementary Secondary Education, *Emotional Disturbances, High Risk Students, Holistic Approach, *Mental Health Programs, Program Development, *Psychoeducational Methods, Rehabilitation, *Special Programs, *Special Schools, Therapeutic Environment

Identifiers—*New York

This issue of "Perceptions" contains an introductory article by guest editor Herbert Foster—"A Variety of Programs"—and seven articles describing programs for educating emotionally disturbed children in New York. "A Very Special Place" (Susan Kosberg and Bernie Kosberg) describes a therapeutic camping milieu located in the Hudson Highlands. "RISC - Raising Individual Self Concept" (Susan Shove) describes a Girl Scout-sponsored adaptive Outward Bound program for girls who are at risk of becoming teenage mothers, school drop-outs, juvenile offenders, and unproductive citizens. "The Herbert G. Birch School for Exceptional Children" (Morton Bortner and Phyllis Susser) describes a day school program with a behavior modification culture integrated with a psychodynamic orientation. "The Corey School at Pilgrim Psychiatric Center: A Holistic Approach to Special Education within a Psychiatric Setting" (Phyllis March and Dianna Dantuno) describes a program for adolescents and adults which seeks to rebuild self-concepts and assist in developing the resiliency needed to meet life challenges. "The Clarkstown Alternative" (Joel Klein et al.) is a highly structured and individualized school program of remediation and rehabilitation. "The Last Stop on the Public School Express" (Lynne Gang) comments on development of a program within a BOCES (Board of Cooperative Educational Services). "Bringing Mental Health Services to Public School Programs" (Richard Brennan et al.) describes a cooperative program combining educational services with mental health services. (JDD)

ED 312 859 **EC 221 318**

Guidelines for Speech-Language Services in Oregon: A Technical Assistance Paper.

Oregon State Dept. of Education, Salem.

Pub Date—89

Note—72p; Print in appendices is small and may not reproduce well.

Available from—Oregon Department of Education, Publication Sales, 700 Fringale Parkway, S.E., Salem, OR 97310-0290 (\$3.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Delivery Systems, Educational Diagnosis, Elementary Secondary Education, Eligibility, Handicap Identification, Individualized Education Programs, *Intervention, *Language Handicaps, Program Implementation, Referral, *Speech Handicaps, *State Standards, Student Evaluation

Identifiers—*Oregon

This document outlines Oregon's standards for services provided to students with speech or language impairments, focusing on eligibility requirements, service providers, referral and evaluation procedures, multidisciplinary team function, individual education program content, and delivery of services. It also discusses program management, in-

cluding program evaluation and community involvement, and outlines requirements for facilities and materials. The appendices contain: test review forms, a list of evaluation instruments for speech and language, excerpts from the "Joint Technical Standards for Educational and Psychological Testing," a normal distribution curve, severity rating scales from four school districts, guidelines for case-load size, and guidelines for the employment of supportive personnel. (JDD)

ED 312 860 **EC 221 319**

On the Agenda: Oregon's Chronically Ill Children and Their Families.

Oregon State Dept. of Education, Salem.

Pub Date—89

Note—48p; Prepared by Northwest Instructional Design, Salem, OR.

Available from—Oregon Department of Education, Publication Sales, 700 Pringle Parkway, S.E., Salem, OR 97310-0290 (\$3.50).

Pub Type—Reports - Descriptive (141)—Opinion Papers (120)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Chronic Illness, *Delivery Systems, *Educational Needs, Educational Opportunities, Educational Planning, Elementary Secondary Education, Financial Support, *Health Needs, Incidence, Parent Attitudes, Parent Participation, *Program Development, State Agencies, State Programs

Identifiers—Case Management, *Oregon

This report describes the current status and needs of chronically ill children and their families in Oregon. An introductory chapter outlines the history of educational services for children with severe health needs, defines the term "chronically ill," reports on prevalence, and outlines trends. A survey of 49 parents of chronically ill children analyzes demographic information, access to and need for various services, changes that would improve service delivery, and types of financial assistance being received. The primary roles of state agencies which could provide support and services are described. The report recommends that the state: (1) continue the Steering Committee on Children with Chronic Illness and Their Families; (2) designate and fund a single case management agency; (3) include parents as important planners, reviewers, and evaluators of goals, objectives, and action plans; (4) coordinate and extend eligibility criteria to assure that all children with severe chronic illnesses qualify for medical support and other services; (5) assure a support system that addresses the financial needs of all parents; (6) provide support to assure that children with chronic illness progress through the public school system; and (7) provide training for service providers. An appendix contains a copy of the parent survey form. (JDD)

ED 312 861 **EC 221 320**

Corbett, Eileen R.

The Three R's of Staff Development: Reality, Relevance, and Relationships.

Pub Date—7 Apr 89

Note—21p; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Disabilities, Elementary Secondary Education, *Faculty Development, Inservice Teacher Education, Postsecondary Education, *Special Education Teachers, Teacher Improvement, *Teacher Role, Teaching Methods

Identifiers—*Program for Effective Teaching

This study investigated the nature of change in nine rural special education resource room teachers, after they had participated in a comprehensive, system-wide staff development program in the principles of effective teaching using the Program for Effective Teaching. Data were gathered through classroom observations, teacher assessments of educational beliefs and sense of teaching efficacy, and ethnographic interviews. Following training, most of the teachers continued to utilize classroom management patterns that were consistent with their original procedures. Those that were using group and teacher-directed instruction routinely before training tended to continue or increase the use of such structures. Also analyzed were the teachers' use of explanation, demonstration, and assignments; teachers' sense of efficacy; and the strength and nature of teacher beliefs. Teachers who found the

training model consistent with their role perceptions and philosophy tended to incorporate the model into their teaching procedures. It is concluded that it is necessary for trainers to consider entry behaviors and beliefs when planning comprehensive change efforts. The success of special education staff development in promoting change was found to be affected by several factors—relevance, mutual adaptation in real settings, supportive relationships, and attention to the issues of integration and communication. (JDD)

ED 312 862 **EC 221 321**

Gallagher, James J. And Others

A Survey of Current Status on Implementation of Infants and Toddlers Legislation (P.L. 99-457, Part H).

North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy; North Carolina Univ., Chapel Hill. Frank Porter Graham Center. Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Apr 88

Note—29p; A product of the Carolina Policy Studies Program (CPSP).

Pub Type—Reports - Evaluative (142)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, *Compliance (Legal), Data Collection, Definitions, *Disabilities, *Early Intervention, Eligibility, *Federal Legislation, Financial Support, Infants, Preschool Education, *Program Implementation, Public Policy, *State Programs, Toddlers

Identifiers—*Education of the Handicapped Act Amendments 1986, Individualized Family Service Plan

This report was prepared as part of a 5-year study of the states' implementation of federal legislation regarding infants and toddlers (the Education of the Handicapped Act, Amendments 1986). In spring of 1988, a survey was made of key state personnel to assess current implementation status along a number of critical dimensions: definition and eligibility criteria, finance, family plans, interagency service coordination, and data systems. The survey found that 25 states had definitions for "developmentally delayed," while 20 states were considering or revising their definitions. From 4 to 15 different financial sources were being used to support programs for infants and toddlers; 14 states reported no coordination of funds, while 28 states reported efforts to coordinate sources. Nineteen states were using a former or existing interagency planning group to serve as the Interagency Coordinating Council, while 24 states formed new councils. Only five states reported having an Individual Family Service Plan (IFSP) meeting the requirements of the law, while 18 states were developing IFSP formats and 16 states were developing IFSP guidelines and policies. Forty-four states indicated that they had data available for at least one of the four required annual report categories. (Author/JDD)

ED 312 863 **EC 221 322**

Gallagher, James J. And Others

Major Policy Issues in Implementing Part H-P.L. 99-457 (Infants & Toddlers).

North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy; North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Pub Date—Oct 88

Note—48p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Coordination, Data Collection, Decision Making, Definitions, *Delivery Systems, *Disabilities, *Early Intervention, *Educational Policy, Eligibility, Family Involvement, Federal Legislation, Financial Support, Infants, Personnel Needs, Policy Formation, Preschool Education, *Program Development, Public Policy, *State Programs, Toddlers

Identifiers—*Education of the Handicapped Act Amendments 1986

In Part H of Public Law 99-457, the Federal Government agrees to provide modest financial resources to aid the states in planning and developing comprehensive, multidisciplinary, coordinated services for young children with handicaps and their families, and presents mandates for reforms in the service delivery system. This paper identifies the major state policy issues presented by the legislation and some of the options for addressing these issues. General policy issues that are raised by the broad scope of the legislation include: state policy-making

responsibilities; coping with the diversity of clients, professionals, agencies, and personnel; state readiness; and long-term financial support. Six specific policy areas dealing with various aspects of the law are also discussed: definition and eligibility criteria, meeting personnel requirements, assuring involvement of families, obtaining finances, coordinating services, and designing data systems. For each specific policy area, the issues involved are discussed and possible options are presented for solution of the issues. (JDD)

ED 312 864 **EC 221 323**

Place, Patricia And Others

State Progress in Policy Development for the Individualized Family Service Plan (P.L. 99-457, Part H).

National Association of State Directors of Special Education, Washington, D.C.; North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.

Pub Date—10 Mar 89

Note—32p; The study was conducted by the Carolina Policy Studies Program.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, Compliance (Legal), Content Analysis, *Disabilities, *Early Intervention, Educational Planning, *Educational Policy, Family Involvement, Federal Legislation, Infants, *Policy Formation, Preschool Education, Program Development, Public Policy, *State Programs, Toddlers

Identifiers—*Education of the Handicapped Act Amendments 1986, *Individualized Family Service Plan

This survey sought to identify the status of state policies on Individualized Family Service Plans (IFSP) required by Public Law 99-457. The survey found that every state plans to develop or review IFSP policies, even the three states who said they had existing policies which they thought might currently meet the Part H requirements on service delivery to infants/toddlers with disabilities and their families. The Interagency Coordinating Council was identified as a key participant in policy development in 37 of the 39 states which had identified procedures for input into or review of the IFSP policies. The lead agency was the most frequent agent for final policy approval. Content analysis of seven states' policies found that the policies included a case management system, family input into plan development, and requirements for identifying family needs. However, few policies identified practices to protect the rights of the family, and none identified procedures for resolution of disputes. An appendix contains the questions used in the content analysis of existing state policies. (Author/JDD)

ED 312 865 **EC 221 324**

Harbin, Gloria L. And Others

Status of the States' Progress toward Developing a Definition for Developmentally Delayed as Required by P.L. 99-457, Part H.

North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy; North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Pub Date—Apr 89

Note—37p; The study was conducted by the Carolina Policy Studies Program.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, Content Analysis, *Definitions, *Disabilities, *Early Intervention, Educational Policy, Eligibility, Evaluation Methods, Federal Legislation, High Risk Persons, Infants, *Policy Formation, Preschool Education, Program Development, Public Policy, *State Programs, Toddlers

Identifiers—*Developmental Delays, *Education of the Handicapped Act Amendments 1986

A survey was conducted to determine states' progress towards developing a definition for developmentally delayed infants and toddlers as required by Public Law 99-457, Part H. Results of the survey, conducted in the summer of 1988, indicated that many states had made a great deal of progress toward developing a policy regarding the definition of developmentally delayed, most states had only partially completed the process, and a few had not yet begun. The Interagency Coordinating Council and the lead agency were identified as playing a major role in providing input into this process. A content analysis of the completed definitions from 28 states showed that all definitions included developmentally delayed infants and toddlers and those

with established risk. Three major types of eligibility criteria were prominent: percent delay, delay in number of months, and delay as indicated by standard deviation. Within these major areas, there was considerable variance in the level of delay needed to establish eligibility for services. Over half of the states included at-risk infants and toddlers, but there was minimal agreement as to which factors place a child at risk, with 53 different biological criteria and 36 environmental risk factors being cited by states using these categories in forming definitions. (JDD)

ED 312 866 EC 221 325

Massem, Venus Shirley
Parent Adolescent Communication, Family Functioning, and School Performance.

Pub Date—89

Note—121p.; Ph.D. Dissertation, University of Maryland.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adolescents, *Behavior Disorders, Comparative Analysis, *Emotional Disturbances, *Evaluation Methods, Family Attitudes, Family Problems, *Family Relationship, *Group Unity, *Interpersonal Communication, Parent Attitudes, Parent Child Relationship, Secondary Education, Special Schools, Student Attitudes

Fifty-two families of students successful in public school and 40 families of students requiring alternative school programs completed self-report instruments on their perceptions of parent-adolescent communication and family functioning. The alternative school programs included residential and day treatment programs for adolescents with emotional difficulties, delinquency, poor school performance, discipline problems, or low self-esteem. Instruments used were the Family Adaptability and Cohesion Evaluation Scale III and the Parent Adolescent Communication Scale. The public school (PS) parents, adolescents, and families all reported their communications as more positive and open than did their alternative school (AS) counterparts. No significant differences were found between the two groups on adaptability. In the area of cohesion, however, there was a striking difference: 75% of the AS families described themselves as functioning in the disengaged interval compared to 19% of the PS families. There was significantly less discrepancy between the real and ideal cohesion measures for PS fathers, mothers, adolescents, and families than for their AS counterparts. It is concluded that the two assessment instruments successfully identified families where students are at risk for school failure, and that clinicians should consider the area of family cohesion and family communication as special goals in treatment plans. The appendices provide data tables, a bibliography, and instruments used in the research. (JDD)

ED 312 867 EC 221 326

Special Education Personnel in Michigan Public Schools, 1980-88.

Michigan State Dept. of Education, Lansing.

Pub Date—Apr 89

Note—58p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, *Disabilities, Elementary Secondary Education, *Employment, Enrollment, *Labor Turnover, Public Schools, *School Personnel, *Special Education Teachers, Supervisors, Teacher Certification, Teacher Characteristics, *Teacher Supply and Demand, Teaching Experience

Identifiers—*Michigan

This report on special education professional personnel in Michigan schools from 1980 through 1988 is divided into five sections: "Instructional-Ancillary Personnel and Student Counts," "Retention of Instructional and Ancillary Personnel," "Certificate Endorsements, School Years 1980 through 1988," "Instructional Personnel Approvals: 1979 through 1988," and "Administrative-Supervisory Personnel and Student Count." The report is limited to data on prior and currently employed special education professional personnel, personnel with special education certificate endorsements, and personnel granted special education temporary or emergency approvals for special education assignments. The report analyzes data as they relate to such factors as age, sex, educational attainment, teaching experience, certificate endorsement area, teaching assignment, and supply. The data are presented in a series

of 31 tables. (JDD)

ED 312 868 EC 221 327

Heiner, Donna Ensing, Arisela S., Ed.

Computers for Vocational Purposes. PAM Repeater, No. 53.

Physically Impaired Association of Michigan, Lansing. PAM Assistance Centre.

Pub Date—May 89

Note—13p.; Photographs will not reproduce well.

Pub Type—Guides - Non-Classroom (055) — Book/Product Reviews (072)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Assistive Devices (for Disabled), Computer Peripherals, *Computer System Design, Decision Making, Input Output Devices, *Microcomputers, *Physical Disabilities, *Selection

This pamphlet provides information on selection of a personal computer system for individuals with physical disabilities. It is directed toward adults or young adults who need to access such application programs as word processing, database management, and spreadsheets for higher education or vocational purposes. Following a brief description of what microcomputers can do, a comparison is presented of Macintosh and MS-DOS computers. A chart lists major input/output adapted features available for either the Macintosh or MS-DOS computers, such as voice recognition, optical head pointer, word prediction, and braille hard copy output. Peripheral equipment to be considered is also described, including printers, hard disk drives, color monitors, and memory options. In addition to consideration of the type of computer application and the adaptive hardware needed, performance level is identified as a decision-making factor. Three models each from Macintosh, IBM, and Zenith are categorized as Level 1, Level 2, and Level 3 in performance and their capabilities are described. (JDD)

ED 312 869 EC 221 328

Curriculum-Based Assessment: Research Brief for Teachers, Brief T2.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—Dec 88

Contract—R188062007

Note—3p.

Available from—Council for Exceptional Children, Publication Sales, 1200 Association Dr., Reston, VA 22091-1589 (\$1.00 each, minimum order of \$5.00 prepaid).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bibliographies, *Diagnostic Teaching, *Disabilities, Elementary Secondary Education, Evaluation Methods, *Student Evaluation, Teaching Methods

Identifiers—*Curriculum Based Assessment

This special education research brief provides a synopsis of the steps in curriculum-based assessment (CBA) and lists resources that provide more detail on the method and applications of CBA. The described CBA method involves selecting or developing a method of measurement, assessing student knowledge, tailoring instruction to student needs, and using repeated assessments to fine tune instruction and track progress. The 20 bibliographic resources listed are arranged in four categories: general information and CBA models; measuring, recording, and analyzing student data; tailoring instruction; and using CBA data. (JDD)

ED 312 870 EC 221 329

Hilton, Alan Schmitz, Cathryne L.

Questions and Directions Related to the Provision of Services to Preschool Children with Severe Behavior Disorders.

Pub Date—Nov 88

Note—13p.; Paper presented at the Annual Conference of Teacher Educators of Children with Behavioral Disorders (12th, Tempe, AZ, November 1988).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Disorders, Certification, *Delivery Systems, Educational Diagnosis, Educational Policy, Intervention, *Preschool Children, Preschool Education, *Student Needs,

Training

Six issues are discussed concerning the provision of services to preschool children with severe behavior disorders, in order to initiate an examination of needs for policy, services, and training. The issues, which are presented in the form of questions, include: how to define the population of preschool children with severe behavior disorders, what are the needs of the population, how can practitioners best serve these students, what are valid intervention approaches, how can the students be tracked longitudinally, and what type of training and certification should be developed for those working with preschool children with severe behavior disorders. A call for action recommends that professionals in the field address the area of preschool children by holding conferences, creating inter-organizational task forces, and influencing the state licensure/certification process. (JDD)

ED 312 871 EC 221 330

Murphy, Linda Della Corte, Suzanne

Toys and Games That Teach: Making the Most of Leisure Time.

Pub Date—Aug 89

Note—9p.

Available from—Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 (\$18.00 per year, \$3.50 per issue).

Journal Cit—Special Parent/Special Child; v5 n4 Jul-Aug 1989

Pub Type—Guides - Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communication Skills, *Disabilities, *Educational Games, Elementary Secondary Education, Games, *Leisure Time, Parenting Skills, *Play, Preschool Education, Skill Development, *Toys

This newsletter issue focuses on toys, games, and activities that entertain special needs children and sharpen their ability to think, speak, and play with others. Play is beneficial to special children as it develops their creativity, helps them explore their environment, allows them to socialize, and provides opportunities for them to act out stressful situations. Such toys as balls, board games, magnetic letters and numbers, and dominoes are recommended as inexpensive items that can enhance learning. Parents are encouraged to check the suitability of toys for their child's developmental level, to choose activities the child can be successful doing, and to remember that play should be fun. An article by Karen Meyer, "Fostering Your Child's Communication through Play," describes how special needs children can communicate their ideas and feelings through relaxed play. The article presents a chart of toys, games, and activities for playing alone and playing with others, at various age levels. An article by Leah Spring, "Learning Can Be Fun with Computers," outlines the value of computers as learning tools and notes possible computer adaptations to suit the needs of individuals with disabilities. The newsletter concludes with a column by George Popper titled "What is Play Therapy?" (JDD)

ED 312 872 EC 221 331

Goodall, Patricia, Ed.

Return to Work Following Traumatic Brain Injury. Special Issue, Volume 5, Number 1. Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.

Pub Date—89

Note—9p.; Also produced by the Supported Competitive Employment Project for Individuals with Traumatic Brain Injury.

Available from—Virginia Commonwealth University, Rehabilitation Research and Training Center, 1314 West Main St., VCU Box 2011, Richmond, VA 23284-2011 (free while supply lasts).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Alcohol Abuse, Case Studies, Counselor Role, Employment Potential, *Employment Services, *Interdisciplinary Approach, *Neurological Impairments, *Vocational Rehabilitation

Identifiers—Head Injuries, *Supported Employment

The report examines employment service issues related to assisting persons who have suffered traumatic brain injury to re-enter the labor force and maintain their employment. An interdisciplinary

team treatment approach is recommended and the roles of each of the following professionals are summarized: employment specialist, neuropsychologist, neurosurgeon, nurse, psychiatrist, occupational therapist, physical therapist, social worker, and speech pathologist. Particular attention is given to the role of the employment specialist in the supported employment setting. Compensatory strategies on the job site are listed and include using lists to compensate for memory problems, structuring the environment to enhance functioning, and using individualized auditory or visual cues. Two case studies demonstrate application of rehabilitation principles. A final section notes the high incidence of alcohol abuse in this population and encourages further research and attention to rehabilitation needs. Ten references complete the report. (DB)

ED 312 873

EC 221 332

Bermudez, Lydia V.

Improving Early Educational Intervention Services for Deaf and Hearing Impaired Preschool Children by Establishing a Resource Center for Parents, Teachers and Other Professionals.

Pub Date—31 May 89

Note—201p.; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Deafness, Early Intervention, Emotional Development, Hearing Impairments, In-service Teacher Education, Mainstreaming, Minority Groups, Parent Education, Parent Teacher Cooperation, Preschool Children, Preschool Education, Program Development, Puerto Ricans, Resource Centers, Spanish Speaking, Visual Discrimination

Identifiers—Puerto Rico

The practicum report describes a program which established an Early Childhood Special Education Resource Center to serve the parents and teachers of deaf and hearing-impaired preschool children attending an integrated laboratory school associated with the University of Puerto Rico. Program goals included promoting parent-teacher interaction to further social-emotional development and visual discrimination skills of the children as well as to enhance public awareness about the importance of early identification and intervention in the education of young children at risk. Individual and group training sessions, workshops, conferences, and evaluation meetings were implemented. Surveys and questionnaires indicated that the knowledge, competencies, and self-confidence of the children, parents, teachers, and others improved as a result of the program. The report is organized into sections providing an introduction, a description of the problem and review of the literature, anticipated outcomes and evaluation instruments, a description of the solution strategy, results, and references. Seventeen appendices provide the various forms and assessment instruments used; a weekly log; goals and objectives of the Resource Center; and reports on educational services, teacher preparation, and estimated incidence of handicapped children in Puerto Rico. (DB)

ED 312 874

EC 221 333

Hornak, Rosemary T. Carothers, Linda H.

First Years Together: A Curriculum for Use in Interventions with High Risk Infants and Their Families. Project Enlightenment.

Wake County Public School System, Raleigh, N.C. Spons Agency—Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

Pub Date—89

Grant—G008303647

Note—260p.; Some sections are printed on colored paper.

Available from—Project Enlightenment, 501 South Boylan Ave., Raleigh, NC 27603 (\$14.95 includes postage and handling).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Child Development, Curriculum, Developmental Stages, Early Intervention, Emotional Development, Evaluation Methods, Family Problems, Health Services, High Risk Persons, Infants, Learning Activities, Parent Education, Parent Participation

The curriculum was developed by the First Years Together program, a demonstration service and training model providing coordinated medical, educational, mental health, and public health services to maximize the social-emotional, physical, and cogni-

tive development of high risk infants. The first chapter provides instructions for use of the curriculum by mental health and health-related professionals. Four distinctive characteristics of the model's assessment-intervention sessions are explained in the second chapter: (1) parent-professional partnership, (2) assessment as intervention, (3) anticipatory guidance, and (4) parent support. The third chapter looks at the post-hospital period, considering such aspects as infant physiological control, the fears and feelings of parents, the support system, and expenses. The remaining chapters provide assessment and intervention activities for infants in the age ranges of 0-3 months, 3-6 months, 6-9 months, and 9-15 months. The curriculum in each chapter covers infant development, emotional milestones, and family issues. Typically provided for a behavior is an explanation, samples of praise for parents, and related suggestions to encourage parents in fostering infant development. After an extensive bibliography, seven appendices offer suggestions for talking to a toddler, sample songs and finger plays, criteria for choosing a therapist, and sample forms and newsletters. (DB)

ED 312 875

EC 221 334

Ziff, Barry, Ed. Hostetler, Karen, Ed.

Parenting.

California Association for the Gifted.

Pub Date—Jan 89

Note—31p.

Available from—California Association for the Gifted, 23684 Schoenborn St., Canoga Park, CA 91304 (\$2.00 each, \$15.00 per year).

Journal Cit—CAG Communicator; v19 n1 p1-18,19-39 Jan 1989

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Rearing, Creative Development, Elementary Secondary Education, Emotional Development, Females, Gifted, Parent Child Relationship, Parenting Skills, Parent School Relationship, Preschool Education, Talent, Underachievement

The newsletter of the California Association for the Gifted includes the following brief articles on parenting: "Your Challenge, Their Lives" (Barry Ziff); "Courage to Be Who I Am, Unafraid" (Elizabeth Meckstroth); "Attribution: A Key to Encouraging More Responsible Behavior in the Gifted" (Saundra Sparling); "A Parent's Perspective" (Carolyn Wood); "Obstacles Faced by Gifted Children" (Terry Thomas); "Parenting the Gifted-Full Court Press" (Gene Bedley); "Encouraging the Development of Artistic and Creative Talent" (Fran Frey); "What Can a Parent Do?" (Sharon Mountford); "Guidance Needs of the High School Gifted" (Ron Fontaine); "Underachievement in Gifted Girls: How Parents Can Help" (Judith Bernal); "Perfectionism: What's Bad About Being too Good" (Evelyn Verosub); "Beyond Peter and the Wolf: Children and Concerts" (Evelyn Verosub); "A Parent's Guide to High School Honors/AP Courses" (Lorrie Wellenstein); "Parenting the Gifted Preschool Child" (Terry Sorrells); "School Site Councils: An Opportunity to Influence Schools' Priorities" (Judy Graeber); "Youth At-Risk" (Cynthia Myers); "Parenting the Gifted Should Be a Laughing Matter" (Doug Sebring); "School for Preschoolers" (Laura Hathaway); and "Guiding Gifted and Talented Students" (Paul Sheckler). (DB)

ED 312 876

EC 222 088

Implementation of the Education of the Handicapped Act [Public Law 94-142]. Eleventh Annual Report to Congress.

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Pub Date—89

Note—189p.; Volume 2, "an index of all current projects funded by the discretionary authorities of the Education of the Handicapped Act (EHA)." Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Compliance (Legal), Delivery Systems, Disabilities, Dropouts, Educational Legislation, Educational Practices, Education Work Relationship, Elementary Secondary Education, Evaluation Methods, Federal Legislation, Graduates, Incidence, Personnel Needs, Preschool Education, Program Evaluation, Staff Development, Standards, Student Placement, Teacher Educa-

tion

Identifiers—Education for All Handicapped Children Act

The report documents the nation's progress in providing a free appropriate public education for all children with handicaps under the provisions of the Education for All Handicapped Children Act, Public Law 94-142. Chapter I presents national statistics reported annually by the states (e.g., a 1.6% increase in number of handicapped children served during 1987-88). Chapter II discusses educational placements and notes continued stability at 6% in number of children served in segregated facilities. Chapter III focuses on the provision of services to children below school age, reporting that all states elected to continue their participation in this component. The circumstances under which students with handicaps exit from secondary school and the services anticipated to meet their needs are analyzed in Chapter IV. The fifth chapter presents data on personnel trained under Part D of the law and reviews state-reported data on personnel employed and needed and issues in measuring personnel supply, demand, and need. Chapter VI describes the mandated survey of special education expenditures and related services, noting that the average cost of educating a handicapped student was \$6,335 in the 1985-86 school year. Chapter VII presents the results of federal monitoring activities and discusses technical assistance provided to states by the Regional Resource Centers. Finally, Chapter VIII examines Congressionally mandated and federal/state evaluation efforts supported under the Act. (DB)

FL

ED 312 877

FL 018 154

Hewlett-Gomez, Michele R.

Texas: Current Practices in Assessing Language and Content Instruction.

Pub Date—Oct 88

Note—75p.; Paper presented at a Seminar on Assessing Students in Integrated Language and Content Instruction (Center for Applied Linguistics, Washington, DC, October 23-24, 1988).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Achievement, Bilingual Education, Educational Strategies, Elementary Secondary Education, English (Second Language), Identification, Language Proficiency, Language Tests, Limited English Speaking, Oral Language, Program Descriptions, Public Schools, Second Language Instruction, State Legislation, Student Placement, Testing

Identifiers—Content Area Teaching, Texas, Texas Academic Skills Program

The rules and regulations governing Texas schools' treatment of the language and academic needs of limited-English-proficient (LEP) public school students are reviewed. First, a historical overview of the state's laws and regulations governing programs for the LEP population is presented. Second, the state's language and academic assessment process of LEP students is explained, including provisions for identification, classification, placement, exit, and reclassification. Through this assessment process, the instructional needs in a special language program can be determined. Third, program descriptions illustrate how Texas public schools have addressed students' different levels of language and academic abilities in disciplines such as language arts, science, social studies, and mathematics. Finally, the state's direction on changes to current and pending legislation that will affect LEP students is highlighted. Appended materials include the texts of the Texas State Board of Education's October 1985 rules on bilingual education and other special language programs, a list of approved tests for special language programs, and the information summary for the Texas Academic Skills Program Test. (MSE)

ED 312 878

FL 018 184

Rubenstein, Dorothy J., Ed.

The Culver City Spanish Immersion Program and Advocates for Language Learning Handbook.

Advocates for Language Learning, Culver City, CA; Culver City Unified School District, Calif.

Pub Date—Aug 89

Note—39p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Design, Day Care, Discipline Policy, Elementary Education, Enrollment, Extracurricular Activities, FLES, *Immersion Programs, Organizations (Groups), *Program Descriptions, Program Design, School Districts, *Second Language Programs, *Social Support Groups, *Spanish, Student Evaluation, Transportation

Identifiers—*California (Culver City)

The handbook for the Culver City (California) Spanish Immersion Program and the Advocates for Language Learning (ALL) describes the program and organization. ALL is a nonprofit association of parents, teachers, and other individuals interested in promoting and enhancing the study of second languages. The organization's goals and local and national activities are described, including a fifth- and sixth-grade student exchange program in Mexico. The Culver City Spanish Immersion program is an elementary school program based in one school. A description provides information on program goals; enrollment; location; transportation; child care options; extracurricular activities; opportunities for observation; instruction and curriculum at each grade level; student evaluation and progress reporting; discipline policy; and the immersion program community, including staff, parents, and ALL. Two essays on immersion are presented, one answering questions about immersion education frequently asked by parents, and the other outlining the fifth and sixth grade student exchange program and the annual ALL convention. An ALL membership application form is appended. (MSE)

ED 312 879 FL 018 197

Birdsong, David

Lux et Veritas: Judgment Data in SLA Theory.

Pub Date—89

Note—16p.; Paper presented at the Annual Meeting of the Boston University Conference on Language Development (Boston, MA, October 13-15, 1989).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Decision Making, *Grammatical Acceptability, *Linguistic Theory, Research Methodology, *Research Problems, Second Language Learning

A discussion of the data obtained from grammaticality judgment tasks argues that despite the light shed by these data on problems of second language acquisition theory, there is not yet adequate knowledge of how to interpret those data within a coherent model of performance of the tasks. Therefore, it is concluded, there is no basis for deciding whether the resultant data are plausible and informative or illusory and irrelevant to acquisition theory. It is proposed that judgments of grammaticality be viewed not as behaviors proprietary to the field of linguistics, but as one type of decision-making or judgment-making behavior among many others. As such, they may be described in terms of procedural or epistemological principles given by more generalized models of cognition and psychophysics. Specifically, performance on grammaticality judgment tasks are examined first within the framework of the Theory of Signal Detectability and then within a more recent framework of concept construction and categorization. Some of the principles of those frameworks are then applied to problems in second language acquisition theory. Finally, some reflections on where second language acquisition research has come from and can go with grammaticality judgment data are offered. (MSE)

ED 312 880 FL 018 198

Burhoe, Jane C.

Paired Classes Evaluation Based on Survey Results.

Stockton Unified School District, Calif.

Pub Date—Jun 89

Note—11p.; Paper presented at the Annual Conference of the California Teachers of English to Speakers of Other Languages (Long Beach, CA, April 20-23, 1989).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Research, *Cooperative Learning, *English (Second Language), *English Instruction, Federal Programs, *Grouping (Instructional Purposes), High Schools, Instructional Effectiveness, Limited English Speaking, *Litera-

ture Appreciation, *Second Language Programs, Student Attitudes

Identifiers—*Stockton Unified School District CA

A program at Lincoln High School in Stockton, California paired mainstream English classes with English-as-a-Second-Language (ESL) classes to improve communication and understanding among students. Two mainstream literature classes were paired with two ESL literature classes. The pairs met about once a month during the school year, with half of the mainstream class joining half of the ESL class for group activities. Students were usually assigned to cooperative learning groups to participate in activities designed for sharing personal backgrounds, values, and cultures. Students were surveyed about the differences between the groups and the effects of the class pairing. ESL students responded more positively toward school and asking teachers for help. Mainstream students found interaction with classmates easier. The biggest gaps between the student groups were in the areas of trust, safety, and control over one's life, with the mainstream students feeling more positive in these areas. Both groups found the program worthwhile, and students in all classes commented that the best part of the paired classes was getting to know students with a culturally different background. Some ESL students gained in English skills and confidence as a result. It is recommended that the program be expanded. (MSE)

ED 312 881 FL 018 199

Burhoe, Jane C.

Cross Cultural Attitude Survey.

Stockton Unified School District, Calif.

Pub Date—Jun 89

Note—10p.; Paper presented at the Annual Conference of the California Teachers of English to Speakers of Other Languages (Long Beach, CA, April 20-23, 1989).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Differences, English (Second Language), Family Characteristics, High Schools, Immigrants, *Limited English Speaking, *Refugees, School Surveys, *Secondary School Students, Self Concept, Sex Differences, *Student Attitudes

Identifiers—*Southeast Asians, *Stockton Unified School District CA

A survey assessed attitude and background differences of limited-English-speaking Southeast Asian refugee students and mainstream non-Asian students at Lincoln High School in Stockton, California. The survey was given to 256 English-as-a-Second-Language (ESL) students in spring 1988 and 171 ESL students in spring 1989, and concurrently to a random sample of mainstream students—106 in 1988 and 94 in 1989. Bilingual aides were available to help ESL students interpret the survey. The instrument consisted of 30 forced-choice (yes/no) statements assessing attitudes, self-concept, family background, and school-related issues. Male and female responses are reported separately in some areas where differences were noted. Two final subjective questions asked students to indicate the school's biggest asset and biggest problem. The results are reported in tabular form with narrative analysis. (Author/MSE)

ED 312 882 FL 018 200

Seda, Ileana Abramson, Shareen

English Writing Development of Young, Linguistically Different Learners.

Pub Date—[89]

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Individual Differences, *Journal Writing, *Kindergarten, *Limited English Speaking, Primary Education, Second Language Learning, *Skill Development, *Writing Skills

A study examined the emergence of English writing in a kindergarten classroom where about three-quarters of the students were limited-English-proficient (LEP) and spoke a variety of native languages, including Spanish, Hmong, Lao, and Cambodian. Regular daily journal writing sessions were videotaped periodically and analyzed over the course of the year. Three case studies illustrating the variety of performances in the classroom are used to present the results. Results indicate that young, linguistically different learners learning a written lan-

guage for the first time demonstrate stages of writing development similar to those found in native speakers of the language. The study suggests that the relationship between oral and written language is not only transactional, but also that learners need not be proficient speakers of a second language to benefit from oral and written transactions in that language. It is also suggested that children's individual differences in ability, personality, and style influence literacy learning in a second language. Instructional implications for LEP children in a regular classroom are discussed. (Author/MSE)

ED 312 883 FL 018 201

Chatham, James R.

Iberian Dissertations on Modern Languages and Literatures: A Retrospective Bibliography.

Pub Date—88

Note—90p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Doctoral Dissertations, Foreign Countries, Higher Education, *Literature, *Modern Languages

Identifiers—*Portugal, *Spain

This bibliography contains citations for 818 doctoral dissertations on modern languages and literatures accepted by universities in Spain and Portugal. Entries are listed alphabetically by author, and many give some information on the scope of the work's content. Citations indicate that doctorates in other modern language fields began to be granted in Spain in the mid-nineteenth century. Most of the information on dissertations was obtained from university records. (MSE)

ED 312 884 FL 018 202

Wellman, Laurie

Factors Relating to the Implementation of the New York State Curriculum for English as a Second Language in Secondary Schools.

Pub Date—88

Note—200p.; Ed.D. Dissertation, University of Albany.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Administrator Attitudes, *English (Second Language), *Instructional Materials, *Program Implementation, Secondary Education, Second Language Programs, State Surveys, Statewide Planning, *Teacher Attitudes, *Teacher Certification, Teacher Qualifications

Identifiers—*New York

This study investigated factors related to the implementation of the New York State curriculum for English as a Second Language (ESL) in secondary schools. It was hypothesized that three variable sets would relate to the implementation of the curriculum: the nature of the assistance provided the teacher (principal's support and inservice training), the context in which the implementation was attempted (characteristics of teacher and of school setting), and the properties of the innovation (and teachers' perceptions of it). A survey was mailed to the entire population of New York State ESL teachers in 1986-87 in grades 7-12 (n=964). A geographically representative 50% responded. Through discriminant analysis, independent variables significant in distinguishing three groups of teachers (lack of awareness of the curriculum, curriculum rejecters, and curriculum users) were identified. Unaware and rejecter teachers who did not use the state curriculum were less likely than users to be state certified in ESL, to agree that the size of their classes allowed for frequent interaction with students, to agree they had sufficient instructional materials, and to report that their principals supported the use of state-developed curricula. Analysis of responses of teachers familiar with the curriculum found the only significant difference between them to be their perceptions of the curriculum. (Author/MSE)

ED 312 885 FL 018 207

Lipski, John M.

Spanish Pro-Drop Meets the Bilingual Speaker.

Pub Date—Oct 89

Note—26p.; Paper presented at a conference on New Ways of Analyzing Variation in English (Durham, NC, October 21-23, 1989).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingualism, Diachronic Linguistics, English (Second Language), Hispanic Ameri-

cans, Language Acquisition, *Language Patterns, *Language Proficiency, *Language Variation, *Pronouns, Second Language Learning, *Spanish. A study of the language use of 45 transitional Spanish-English bilinguals focused on subject pronoun usage patterns evolving when the bilingual has acquired both a pro-drop (Spanish) and a non-pro-drop (English) language and frequently switches between them. Subjects were of Mexican, Cuban, and Puerto Rican background, and had not attained the language proficiency of fluent Spanish monolinguals. Findings suggest that modifications of Spanish in a bilingual setting involve underdifferentiation of null and overt subject pronouns, whose behavior is not fixed by parameters but determined by pragmatic and perhaps prosodic configurations. Spanish overt pronouns appear to be losing their status as stressed or strong pronouns as opposed to inherently weak null pronouns, thus paralleling English, where overt subject pronouns are normally unstressed but can receive contrastive or emphatic stress. Transitional bilingual Spanish speakers seem to be approaching the stage where the only feature distinguishing null and overt pronouns is the presence or absence of phonetic substance. It is concluded that the resetting of the null subject option is not the normal outcome in unbalanced bilingualism, but that the possibility for null subjects exists in Spanish at all levels. (MSE)

ED 312 886

FL 018 208

Badger, Richard

Referential Cohesion in Law Cases.

Pub Date—89

Note—9p; Paper presented at the International Association of Teachers of English as a Foreign Language (23rd, Coventry, England, March 31-April 3, 1989).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cohesion (Written Composition), *Court Litigation, Discourse Analysis, Form Classes (Languages), *Grammar, Newspapers, *News Writing

Identifiers—*Referents (Linguistics)

A study examined cohesive reference in a newspaper report of a law case, with the intention of helping students read such texts. Occurrences of two classes of items signaling referential cohesion were analyzed: personal (personal pronouns and possessive adjectives) and demonstratives (including the definite article). Factors that might lead a reader to misinterpret items as cohesive or non-cohesive were sought out. It is concluded that referential cohesive analysis is a useful tool for examining texts, but that the approach carries with it several problems. It is often difficult to determine whether an item is cohesive or not, and to establish the kind of link between the cohesive item and the antecedent. (MSE)

ED 312 887

FL 018 209

Breen, Walter

Allophonic Merger and Phonemic Reorganization in Chagatay/Uzbek and Rhode Islandese.

Pub Date—21 Oct 89

Note—20p; Paper presented at the conference on New Ways of Analyzing Variation in English and Other Languages (28th, Durham, NC, October 20-22, 1989).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Diachronic Linguistics, *Language Variation, Models, *North American English, *Phonemes, *Phonology, Uncommonly Taught Languages, *Uzbek

Identifiers—*Allophones, *Chagatay, Rhode Island

A discussion of the nature and process of phonological changes taking place in languages looks specifically at the merging of allophones and the reorganization of phonemes in response to pressures within the phonological system. The hypotheses of economy and reorganization are used to analyze the process of change within a phonological system. Two languages are examined: Uzbek, a Turkic language with a vocalic system derived from classical Chagatay, and a variety of English spoken in Rhode Island. The analysis is illustrated with a three-dimensional model. Both the hypotheses and the space theoretical model are seen as useful in tracing the courses of already-established sound changes. (MSE)

ED 312 888

FL 018 210

Roberts, John

Cross-Cultural INSET for Language Teachers. The

Bell Educational Trust Academic Reports.

Bell Educational Trust, Cambridge (England).

Report No.—ISBN-1-870969-05-7

Pub Date—88

Note—21p; Printed on gray stock.

Available from—Director (Education), Bell Educational Trust, Hillcross, Red Cross Lane, Cambridge CB2 2QX, England.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cross Cultural Training, English (Second Language), *Environmental Education, Foreign Countries, German, *Inservice Teacher Education, International Cooperation, *Language Teachers, Second Language Instruction, Workshops

Identifiers—*England

The In-Service Teacher Training (INSET) experiment took place in September 1986 and involved 24 German teachers of English and 14 English teachers of German working together over a period of 2 days. The German teachers were participants in a 10-day course in England. Teachers worked together within the community to gather information on topics relating to environmental education, making video and audio recordings, and preparing a presentation for the large group. English teachers were required to use German in their presentations, and German teachers were required to use English. The phases of the project included familiarization and orientation, task-setting, information gathering, information processing, presentation, and evaluation. The project promotes a task-oriented, learner-centered, experience-based approach to learning and a high level of communicative interaction between participants. Participants investigate a variety of current local issues, gain insights into culture-based assumptions, and develop cross-cultural awareness. The experiment was considered successful enough to be repeated. (MSE)

ED 312 889

FL 018 211

Wasney, Trudy D. Heishi, Miyeko

Los Angeles Unified School District Bilingual Program Survey Report, 1987-88. Publication No. 527.

Los Angeles Unified School District, CA. Program Evaluation and Assessment Branch.

Pub Date—88

Note—47p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education Programs, Elementary Secondary Education, *English (Second Language), Enrollment Trends, Language Proficiency, *Limited English Speaking, Native Language Instruction, Program Design, Program Effectiveness, Program Evaluation, School Districts, *Student Characteristics, Teacher Characteristics, Teacher Qualifications

Identifiers—*Los Angeles Unified School District

CA

The Los Angeles Unified School District's bilingual education program provides elementary school limited-English-proficient (LEP) students with full bilingual classroom programs and individual learning programs, based on LEP population. The program also provides secondary school students with instruction in English as a Second Language and communication classes in their primary language. This report presents information on LEP student enrollment levels and trends, proportions represented by different language groups at the elementary and secondary levels, the adequacy of the programs provided, the linguistic and professional qualifications of the staff teaching LEP students, and the progress made by LEP students toward acquiring English language proficiency. Recommendations for program improvement at the elementary level focus on improving the qualifications of personnel, and at the secondary level target improved identification, remediation, and monitoring of LEP students. Qualifying tests for new secondary instructors are also recommended. Numerous data tables, graphs, and other figures supplement the text. (MSE)

ED 312 890

FL 018 213

Swaffield, Sue And Others

An Integrated Activity Course for Juniors. The

Bell Educational Trust Academic Reports.

Bell Educational Trust, Cambridge (England).

Report No.—ISBN-1-870969-01-4

Pub Date—88

Note—44p; Printed on gray stock.

Available from—Director (Education), Bell Educational Trust, Hillcross, Red Cross Lane, Cambridge, CB2 2QX, England.

Pub Type—Reports - Descriptive (141) - Collected Works - General (020)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Development, *English (Second Language), Extracurricular Activities, Foreign Countries, Foreign Students, *Intensive Language Courses, *Mass Media, Program Descriptions, School Newspapers, Secondary Education, Second Language Learning, Student Publications, *Summer Programs, Teaching Methods

Identifiers—*England

Four reports describing aspects of a summer English course, designed for foreign students from a variety of backgrounds, focus on learning English through classroom lessons and extra-curricular activities. Sue Swaffield, the course director, outlines the background, organization, and staffing of the course, looking at its broad aims and role in the overall Bell program. The curriculum director, John Clark, addresses the design and development of the course, emphasizing the roles of staff and students in the evolution of instructional activities. A teacher, Joss Finches, describes the production of a course newspaper with a group of students and shows how this activity can promote a wide range of language-learning experiences and opportunities for personal involvement. Finally, two other teachers, Gillian Richards and Matthew White, report on their groups' 4-week investigation of the media and the range of experiences and activities it offered. (MSE)

ED 312 891

FL 018 214

Leaney, Cynthia Strange, Joanna

Video in Action. The Bell Educational Trust Academic Reports.

Bell Educational Trust, Cambridge (England).

Report No.—ISBN-1-870969-00-6

Pub Date—88

Note—56p; Printed on gray stock.

Available from—Director (Education), Bell Educational Trust, Hillcross, Red Cross Lane, Cambridge CB2 2QX, England.

Pub Type—Reports - Evaluative (142) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*English (Second Language), Foreign Countries, Higher Education, Instructional Materials, *Material Development, *Media Selection, Second Language Instruction, Student Developed Materials, *Videotape Recordings

Identifiers—*Authentic Materials, Integrated Skills

Method

Three papers address the use of videotape recordings for instruction in English as a Second Language. The first paper, by Cynthia Leaney, describes a program in which language learners produce a videotape through an integrated skills approach, offering practical advice and insight for teachers considering this type of activity. The paper presents a rationale for the method and discusses these aspects: predictable problems and their avoidance or minimization, role allocation, technical knowledge needed by the teacher, project orientation and vocabulary, equipment orientation, playback, scenario selection (with examples), and project presentation. The second paper, by Joanna Strange, considers the problems that can arise in using authentic video materials with students of English as a Second Language, suggesting that there are particular limitations of video for this population. These limitations include aural/visual conflict, movement, body language, and length. Implications and solutions are offered. The third paper, also contributed by Joanna Strange, is an annotated list of sources for authentic videos, both commercial and non-commercial. (MSE)

ED 312 892

FL 018 215

Hopwood, Tony

The Use of the Word-Processor in the Teaching of

English as a Foreign Language to Adults. Academic Reports.

Bell Educational Trust, Cambridge (England).

Report No.—ISBN-1-870969-15-4

Pub Date—89

Note—49p.

Available from—Director (Education), Bell Educational Trust, Hillcross, Red Cross Lane, Cambridge CB2 2QX, England.

Pub Type—Reports - Evaluative (142) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Students, Classroom Techniques, *Computer Assisted Instruction, *English (Second Language), Foreign Countries, Grammar, Reading Instruction, Second Language Instruction, Skill Development, Speech Skills, Surveys, *Teacher Attitudes, Vocabulary Development, *Word Processing, Writing Instruction. A discussion of the use of word processing for the instruction of English as a Second Language (ESL) is presented in two parts. The first addresses the uses of the technology in teaching language skills, including writing, vocabulary, grammatical competence, reading skills, and oral skills. Related literature is reviewed and specific examples of classroom techniques are presented. The second part reports on a survey of teacher attitudes concerning the use of word processors. Results suggest that most teachers believe the word processor plays only a minor role in the development of writing skills and are not clear about what that role is, beyond its motivational effect. It is concluded that the most widely acceptable forms of word processor use in ESL are those that involve a central role for the teacher as a developer of instructional materials, guide, resource manager, and information and feedback source, and for the student as initiator, experimenter, and collaborator, the roles normally filled by teacher and student in a communicative classroom. This suggests that exploitation of the word processor provides good opportunities for integration of the technology and current language teaching practices. (MSE)

ED 312 893
Cassell, Justine

FL 018 218

The Development of Metanarrative Speech and Gesture in Children's Storytelling.
Pub Date—Apr 89

Note—10p; Paper presented at the National Biannual Meeting for Research and Child Development (21st, Kansas City, MO, April 27-30, 1989).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Body Language, *Child Language, Comparative Analysis, Discourse Analysis, *Language Acquisition, *Narration, *Speech Skills, *Story Telling

This study examined interaction between non-verbal gesture and discourse-structuring linguistic devices in the development of metanarrative ability. Specifically, the development of the interaction between beat gestures and all metanarrative devices was analyzed in 9 children aged 5-6, 8-9, 11-12, and in 3 adults. Subjects viewed a cartoon and were videotaped recounting the story to listeners of the same age. Results showed that (1) adults produce metanarrative and narrative statements when telling a story, with the beat gestures accompanying metanarrative statements; (2) young children do not produce many metanarrative statements, but the percentage of metanarrative clauses in a story increases with age; (3) young children do produce as many beat gestures as adults, but they do not have the same distribution and do not occur primarily in metanarrative clauses; and (4) young children's beat gestures occur with time words. In conclusion, young children do provide structure, in their speech and gesture, in the stories they tell. This structure, however, exists as a comment on a lower level of organization; the level of links between individual events as opposed to global links between parts of the story seen as a whole. (MSE)

ED 312 894

FL 018 222

Meadow, Anthony, Ed.
Newsletter for Asian and Middle Eastern Languages on Computer, Volume 1, Numbers 1 and 2.

Pub Date—85
Note—70p.

Journal Cit—Newsletter for Asian and Middle Eastern Language: on Computer; v1 n1-2 Jan-Sep 1985

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Alphabets, *Computers, *Computer Software, Diacritical Marking, Japanese, Uncommonly Taught Languages, *Word Processing

Identifiers—Middle East, South Asian Languages, Transliteration
Numbers 1 and 2 of the first volume of the newsletter contains an editor's page and the following articles: "Diacritics on Wordstar: South Asian Language Transliteration without Customized Software" by Tony Stewart; "The Universal Typewriter" by David K. Wyatt and Douglas S.

Wyatt; "Multi-Lingual Word-Processing Systems: Desirable Features from a Linguist's Point of View" by Lloyd Anderson; "A Note on the Production of Macrons in Transliterated Japanese" by Jay Rubin; and "Indian Fonts on the Macintosh" by George Hart. Other regular newsletter features include organization news; reviews of books, journals, articles, and products; a calendar of events; and announcements and inquiries. (MSE)

ED 312 895

FL 018 227

Crandall, JoAnn Tucker, G. Richard
Content-Based Instruction in Second and Foreign Languages.

Center for Applied Linguistics, Washington, D.C.
Pub Date—Apr 89

Note—22p; Paper presented at the Regional Seminar of Language and Teaching Methodology for the Nineties of the Regional Language Centre (Singapore, April 10-14, 1989).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Educational Research, *Educational Strategies, *Intellectual Disciplines, *Language of Instruction, Language Research, *Program Design, *Program Implementation, Research Needs, Second Language Instruction, Second Language Learning

Identifiers—Content Area Teaching

This paper examines content-based instruction, which is an integrated approach to language instruction drawing topics, texts, and tasks from content or subject matter classes but focusing on the cognitive, academic language skills needed to participate effectively in content instruction. The intent and design of content-based instructional programs are discussed, some of the strategies and techniques characterizing these programs are described, the means by which programs are implemented are outlined, and areas of needed research and development are identified. A need for additional work is seen in teacher education, student assessment, program evaluation, and the preparation of textbooks and other instructional materials. Additional research into the academic language and specific registers of mathematics, science, and other content areas is also recommended. (MSE)

ED 312 896

FL 018 228

Tucker, G. Richard
Developing a Language Competent American Society: The Role of Language Planning.

Center for Applied Linguistics, Washington, D.C.
Pub Date—May 89

Note—19p; Paper presented at McGill University Conference on Bilingualism (Montreal, Canada, May 1989).

Pub Type—Reports - Evaluative (142) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Needs, *Educational Policy, *Language Planning, *Language Proficiency, Policy Formation, *Public Policy, Second Language Learning

Increasingly, applied linguists have been working with counterpart teachers who are subject-matter specialists to develop innovative programs to integrate the teaching of language and content. In some places, integration of language and content instruction involves implementation of two-way bilingual (interlocking) immersion programs. Such work falls into the general rubric of language (education) policy or planning. The role of language in education in several disparate settings is illustrated by the adoption of different policies and practices. In the People's Republic of China, English is taught non-intensively as a foreign language as part of the regular middle school curriculum, followed by more intensive English for special purposes for those with a demonstrable need for further study in English. Nigeria provides transitional bilingual education with a limited maintenance component. The Philippines offers full bilingual education with a complete integration of language and content instruction throughout education cycles. The process by which a country chooses an appropriate model represents educational language planning. This process has relevance for policy formation in the United States. (MSE)

ED 312 897

FL 018 229

Tucker, G. Richard
Cognitive and Social Correlates of Bilinguality.
Center for Applied Linguistics, Washington, D.C.
Pub Date—[89]

Note—13p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingualism, *Cognitive Processes, *Educational Planning, Educational Policy, *Language Planning, Policy Formation, Second Language Instruction, *Social Influences

A discussion of research on the cognitive, personal, and social correlates of bilingualism focuses on those consequences for individuals who are "caused" to become bilingual by their participation in innovative language education programs such as immersion, bilingual immersion, interlocking, or two-way bilingual programs. The purpose of this paper is to counter-balance the negatively-charged debate surrounding a proposed amendment to the United States Constitution declaring English to be the sole and official language of the country. Fuel for the controversy is seen as hinging on misunderstanding of issues related to bilingual education. The changing language education needs of language minority and language majority children are discussed, an innovative approach to language education designed to foster additive bilingualism is described, and the likely correlates of such bilingualism are identified, based on a review of relevant research literature. (MSE)

ED 312 898

FL 018 231

Meadow, Anthony, Ed.
Newsletter for Asian and Middle Eastern Languages on Computer, Volume 1, Numbers 3 & 4.

Pub Date—Sep 86

Note—41p.

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Alphabets, *Computer Oriented Programs, *Computer Software, Diacritical Marking, Japanese, *Printing, Semitic Languages, Tibetan, Uncommonly Taught Languages

Identifiers—Asian Languages, *Transliteration

Volume 1, numbers 3 and 4, of the newsletter on the use of non-Western languages with computers contains the following articles: "Reversing the Screen under MS/PC-DOS" (Dan Brink); "Comments on Diacritics Using Wordstar, etc. and CP/M Software for Non-Western Languages" (Michael Broschat); "Carving Tibetan in Silicon: A Tibetan Font for the Macintosh" (John Rockwell, Jr.); and "Notes on the Kanji Macintosh" (Anthony Meadow). Other features include reviews of organizations, books, journals and magazines, and articles; hardware and software product listings; inquiries; event listings; and news within the field. (MSE)

ED 312 899

FL 018 233

Widdison, Kirk
Some Consequences of Velarization on Catalan Vowels.

Pub Date—Aug 89

Note—16p; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (San Antonio, TX, August 10-14, 1989).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Speech), Diachronic Linguistics, Language Research, Linguistic Theory, *Phonology, Uncommonly Taught Languages, *Vowels

Identifiers—*Catalan

The acoustic effects of the syllable-final /l/ significantly alter the vocalic timbre of the preceding vowel in Catalan. Vowel quality is modified anticipatory to the articulatory gestures required by the /l/, resulting in a lowered second formant. Syllable-final /l/ in Catalan is heavily velarized as a result of tongue tip-tongue back coupling and presents many of the characteristics of an offglide (/w/) movement. This velarized segment is less segmentable from the vowel portion it follows, which may cause a change in the listener's perception of vowel duration. These co-articulatory effects are greatest in the case of front vowels and are of particular interest with respect to the mid-front phonemes. Historical phonology states that phonetic shifts in these vowels were generally exempted in the conditioning environment of liquid sounds. It is argued that the above-mentioned effects underlie this resistance. Evidence to support these claims is sought in the form of acoustic analysis of vowel-lateral and lateral-vowel sequences. The results favor the accepted phonological theory. (Author)

ED 312 900 FL 018 234

Krasnikova, B. A.

Computers and Reading Skills Development.

Pub Date—[89]

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cohesion (Written Composition),

*Computer Assisted Instruction, *Course Organization, Curriculum Development, Foreign Countries, Higher Education, *Reading Comprehension, *Reading Instruction, Reading Skills, Second Language Instruction, Sentence Structure, Skill Development, Structural Analysis (Linguistics), Vocabulary Development

Identifiers—Referents (Linguistics), *USSR

A course using computer-assisted instruction for the development of second language reading skills is described. The course was developed in the Soviet Union for incorporation into the curriculum of a polytechnic institute. Nine computer programs consisting of learning modules were developed to address specific reading skills not likely to have been attained by students at that level of second language literacy. The modules provide practice in: (1) word recognition and word comprehension; (2) recognition of word boundaries and sentence structures; (3) recognition of the devices used to create textual cohesion, especially referents; (4) sentence completion; (5) vocabulary development, especially inference through conversion and derivation; (6) skimming skills; (7) scanning; (8) reading for global understanding; and (9) reading for total comprehension. (MSE)

ED 312 901 FL 018 235

Furash, S. V.

Language Policy, Language Use and English Language Teaching in India.

Pub Date—89

Note—39p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (23rd, Warwick, England, March 31-April 3, 1989).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Creative Writing, *Educational Policy, Elementary Secondary Education, *English (Second Language), Foreign Countries, Higher Education, Language of Instruction, *Language Patterns, *Language Planning, Mass Media, Official Languages, Public Administration, *Public Policy, Publishing Industry, Second Language Instruction

Identifiers—*India

This paper evaluates the language policy of India and its implementation with a special focus on English language teaching (ELT). In the first part of the paper, India's language policy is chronicled from the pre-independence period through the nationalist movement and post-independence era, with attention to the language policies of the individual states and overall implementation. A second section examines language planning in education and the policy towards English in primary and secondary schools and in universities. The actual use of English in the Indian social and educational context is then reviewed, highlighting its use in public administration, the print media, the electronic media, the production of English-language books, business and industry, social circles, and creative writing. In addition, the use of English as the medium of instruction at each educational level is described, the functions of English and Indian languages are compared, and the mismatch between language policy and language use is discussed. The third and final section of the paper, an examination of the ELT situation, addresses its stated and implicit aims, the syllabuses, methods, and materials used, the teacher supply, and recent developments in ELT planning. It is concluded that the absence of a clearly-stated and uniform policy results from a mismatch of official languages and language use. Forty references are provided. (MSE)

ED 312 902 FL 018 237

Hulsman, Paul Edelenbos, Peter

The Achievement Level for English in Dutch Primary Schools.

Pub Date—Apr 89

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Communi-

cative Competence (Languages), Comparative Analysis, Elementary Education, *English (Second Language), Foreign Countries, Grade 8, Grammar, *Instructional Effectiveness, Language Proficiency, Language Tests, Scores, Second Language Instruction, Teaching Methods, Time Factors (Learning)

Identifiers—*Netherlands

A study examined the differences in the way teachers use grammar-based courses and communicative courses of English language instruction in Dutch primary schools, and the differences in the achievement levels of children taught by the various methods. Eight standard curricula commonly used in Dutch schools and using either communicative or grammar-based approaches or a combination of the two were included in the investigation. For each curriculum, the classroom techniques, themes, and topics were compared and a score reflecting the degree of communicative approach used was calculated. Student achievement levels on proficiency tests in listening, reading, writing, and speaking based on the content of the eight courses were compared. Results suggest that it does not make much difference which curriculum is used for English instruction at the primary level, but that the amount of time spent on English does matter. Teacher proficiency and experience are also seen as significant factors in student achievement. (MSE)

ED 312 903 FL 018 238

Berman, Ruth A.

Children's Knowledge of Verb-Structure: Data from Hebrew.

Pub Date—Oct 89

Note—17p.; Paper presented at the Annual Boston University Conference on Language Development (14th, Boston, MA, October 13-15, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Language, *Form Classes (Languages), *Hebrew, *Language Acquisition, *Language Patterns, Morphology (Languages), Uncommonly Taught Languages, *Verbs

The acquisition of morpheme-structure constraints by children is discussed. The focus is a subset of verbs in modern Hebrew and the language-specific knowledge that children acquire of what constitutes a possible verb in their language, from the point of view of both internal form and of categorical appropriateness for naming a certain semantic content or transitive relation. The application of two complementary processes, root extraction and pattern assignment, by 60 Hebrew-speaking children and 12 adults was studied. Subjects were asked to interpret and produce innovative verbs based on familiar nouns and adjectives. The three main findings include the following: (1) children can perform root extraction from as young as age three, and do better at identifying consonantal roots when they are presented with novel verbs for comprehension than in producing novel verbs by extracting roots from nouns or adjectives they know; (2) when children produce new verbs, their innovations conform closely to the grammatical structure of the standard morphological patterns used for constructing verbs in Hebrew; and (3) all child subjects, aged 3-9, overwhelmingly favor the verb pattern preferred for denominal verb-formation in current Hebrew, even though other patterns are equally available in the established lexicon and in the children's own speech. (MSE)

ED 312 904 FL 018 239

Cline, Herman H.

Is There a Hidden Agenda? The English Language Amendment.

Pub Date—89

Note—96p.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Acculturation, Bilingual Education, Bilingualism, *Constitutional Law, *Cultural Pluralism, Elections, *English, English (Second Language), Federal Legislation, *Language Attitudes, *Official Languages, Public Opinion, Second Language Instruction, Social Values

Identifiers—*English Language Amendment, United States

A discussion of the movement to make English the official language of the United States, by constitutional amendment, looks for a hidden agenda among its advocates. The history of and debate over the amendment in Congress and around the country

are reviewed, drawing from legislative texts, speeches, essays, media commentary, and related research. It is argued that groups supporting the amendment try to advance their proposals by appealing to the traditions of the American value system, opposing the "salad bowl" concept of American culture (in which different elements are thrown together but not "melted") in favor of the "melting pot" concept which envisages a much more homogeneous society. Proposed elimination of the bilingual ballot and cutbacks in bilingual education are viewed as part of the same movement. Political implications of the amendment as well as implications for the teaching of English as a Second Language are examined. A bibliography of over 220 items is appended. (MSE)

ED 312 905 FL 018 241

Teleni, Vicki Baldauf, Richard B., Jr.

Statistical Techniques Used in Three Applied Linguistics Journals: "Language Learning," "Applied Linguistics" and "TESOL Quarterly," 1980-1986: Implications for Readers and Researchers.

Pub Date—Nov 89

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Applied Linguistics, Course Content, English (Second Language), Introductory Courses, *Research Methodology, Research Projects, *Scholarly Journals, Second Language Learning, *Statistical Analysis, *Technical Writing

A study investigated the statistical techniques used by applied linguists and reported in three journals, "Language Learning," "Applied Linguistics," and "TESOL Quarterly," between 1980 and 1986. It was found that 47% of the published articles used statistical procedures. In these articles, 63% of the techniques used could be called basic, 28% intermediate, and 9% advanced. Descriptive statistics accounted for 32% of the total range of techniques while analysis of variance techniques accounted for a further 16%. There was a ratio of about three different techniques per quantitative study. The study also examined how the researchers present their results and what implications this has for readers of quantitative studies. Based on the survey, recommendations are made concerning what should be included in introductory statistics courses in order to meet the needs of students of applied linguistics. (Author/MSE)

ED 312 906 FL 018 242

Phinney-Liapis, Marianne

Parameter Resetting in Second Language Acquisition. University Research Institute Final Project Report, 1987-88.

Texas Univ., El Paso. Graduate School Office.

Pub Date—Aug 89

Note—82p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, *English (Second Language), *Grammar, Language Research, Language Tests, *Learning Processes, Linguistic Theory, Second Language Learning, *Sentence Structure, *Spanish, Spanish Speaking, Testing

Identifiers—*Null Subject Parameter

Analyses of the Null Subject Parameter (NSP) suggest that several factors may influence the resetting process for second language acquisition, such as specific "trigger" data, awareness of agreement as a part of awareness of agreement (INFL), and stylistic rules such as subject postponing and anaphoric reference. Four tests were administered to two groups of second language students, Spanish speakers acquiring English as a Second Language (ESL) and English speakers acquiring Spanish as a Second Language (SSL), to elicit production and receptive data in constructions involving NSP. It was hypothesized that ESL subjects would show slower resetting of the parameter than SSL subjects. Three subject types (pronouns, "there/hay," and "it/es" existentials) were used in imitation, written production, oral production, and grammaticality judgment tasks. SSL subjects did reset the parameter more quickly. On all tasks, SSL subjects omitted subjects in "hay/es" constructions and showed variable use with pronominal subjects. SSL subjects showed an awareness of discourse factors in subject usage, but little use of stylistic inversion. Findings imply that for SSL, existentials may be "trigger" constructions. ESL subjects appeared to reset the parameter for pronominals but not existentials and still showed

considerable subject deletion in "there/it" constructions at the end of the study period. For neither group was agreement a factor in determining subject use. (Author/MSE)

ED 312 907 FL 800 001

Holisky, Dee Ann, Ed.

A Guideline for Teaching Literacy: A Competency-Based Curriculum for Use with Adult ESL Students. Abridged Edition.

George Mason Univ., Fairfax, Va.

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.

Pub Date—30 Nov 85

Note—319p.; Best copy available.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adult Basic Education, Adult Students, Classroom Techniques, *Competency Based Education, Curriculum Guides, *English (Second Language), Instructional Materials, Language Teachers, *Literacy Education, Second Language Instruction, Teaching Guides, Testing Identifiers—310 Project

This guide for teaching literacy to adult English-as-a-Second-Language (ESL) students is intended as an aid for regular ESL teachers who must deal with different levels of literacy in the classroom. The guide is not a comprehensive curriculum, but is intended to be incorporated into a "survival" ESL curriculum. Because it contains competency-based literacy objectives, the guide would be most efficiently used along with a competency-based curriculum. For each competency-based topic of the ESL curriculum, the guide lists appropriate literacy objectives and procedures to be taught after the oral/aural objectives of the regular curriculum have been mastered. The guide contains a reference list of published materials used in teaching literacy, outlines a core curriculum, suggests general classroom techniques, and provides information on assessing ESL literacy. The core curriculum consists of skill sets at four levels: preliteracy and levels 1-3. At each level, activities are suggested and instructional materials suitable for copying are provided. For each activity, objectives, texts, supplemental materials, and procedures are outlined. A 52-item bibliography of teacher and classroom resources and a list of national literacy organizations are included. A list of publishers' addresses is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 312 908 FL 800 007

Riney, Timothy Seufert-Bosco, Margaret

The REEP Curriculum, Revised Edition. Competency-Based ESL for Adults. Volume II, Track B. Arlington County Public Schools, Va.

Spons Agency—Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date—85

Note—275p.; For volume I, track A, see FL 800 008.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adult Basic Education, Adult Students, Behavioral Objectives, Classroom Techniques, *Competency Based Education, Curriculum Guides, *English (Second Language), Evaluation Criteria, Federal Programs, Immigrants, Instructional Materials, Language Skills, *Literacy Education, Pronunciation, *Refugees, Second Language Instruction, Teaching Methods Identifiers—Mainstream English Training Project, *Refugee Education and Employment Program

The revised Refugee Education and Employment Program (REEP) curriculum, which integrates the original 1982 REEP curriculum and the federal Mainstream English Language Training (MELT) project guidelines, provides instructional direction to teachers of adult refugees and immigrants in immediate need of basic survival and social language skills. The guide translates this need into competency-based instructional objectives and language functions, and provides suggestions for materials and teaching techniques. The curriculum provides two tracks of instruction for accommodating differences in educational background and learning ability; this volume contains Track B, for use with students with more than 5 years of education in their native country. Each track consists of four proficiency levels, each containing 9-11 instructional units or topics. For each topic, the guide provides a list of performance objectives and a list of language functions and corresponding structures to

be mastered. Each performance objective is also indexed to a competency on the general competency list. Appended materials include a chart of reading and writing enabling skills for each level, a list of cross-cultural questions, pronunciation notes, suggestions for activities and classroom techniques, a resource list, and questions that may be asked of immigrants by the U.S. Immigration and Naturalization Service. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 312 909 FL 800 008

Riney, Timothy Seufert-Bosco, Margaret

The REEP Curriculum, Revised Edition. Competency-Based ESL for Adults. Volume I, Track A. Arlington County Public Schools, Va.

Spons Agency—Phi Delta Kappa, Kent, Ohio.

Pub Date—85

Note—313p.; For volume II, track B, see FL 800 007. Appendices E and F will not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adult Basic Education, Adult Students, Behavioral Objectives, Classroom Techniques, *Competency Based Education, Curriculum Guides, *English (Second Language), Federal Programs, Immigrants, Instructional Materials, Language Proficiency, *Literacy Education, Pronunciation, *Refugees, Second Language Instruction, Teaching Methods

Identifiers—Mainstream English Training Project, *Refugee Education and Employment Program

The revised Refugee Education and Employment Program (REEP) curriculum, integrating the original 1982 REEP curriculum and the federal Mainstream English Language Training (MELT) project guidelines, provides instructional direction to teachers of adult refugees and immigrants in immediate need of basic survival and social language skills. The guide translates this need into competency-based instructional objectives and language functions, and provides suggestions for materials and teaching techniques. The curriculum provides two tracks of instruction to accommodate differences in educational background and learning ability; this volume contains Track A, for use with semi-literate and educationally disadvantaged students with 5 or fewer years of education in their native countries. Each track consists of four proficiency levels, each containing 9-11 instructional units or topics. For each topic, the guide provides a list of performance objectives and a list of language functions and corresponding structures to be mastered. Each performance objective is also indexed to a competency on the general competency list. Appended materials include a chart of reading and writing enabling skills for each level, a list of cross-cultural questions, pronunciation notes, suggestions for activities and classroom techniques, a resource list, and questions that may be asked of immigrants by the U.S. Immigration and Naturalization Service. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 312 910 FL 800 013

Friedman, Judy Freeman, Dieder

ILGWU Worker-Family Education Program. ESL/Technical Curriculum Manual.

International Ladies' Garment Workers Union, New York, NY.

Pub Date—Sep 89

Note—216p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, Clothing, *English (Second Language), *English for Special Purposes, *Industrial Training, Language Experience Approach, *Needle Trades, Second Language Instruction, Sewing Instruction, Teaching Methods, Team Teaching, Textiles Instruction

Identifiers—*International Ladies Garment Workers Union, *Workplace Literacy

The curriculum for the International Ladies' Garment Workers' Union (ILGWU) English as a Second Language (ESL) and technical classes is a collection of instructional materials and suggestions focusing on workplace-related topics and issues. This guide is intended for use in classes where one technical and one ESL teacher are present and where related machinery and tools are available. Suggestions are made for the use of photographs in place of equipment when necessary. An introductory section describes the manual and provides strategies for teaching in pairs, guidelines for ESL instruction (general approach, role playing, picture

files, assessment, and reviewing and reinforcing), and a one-page resource list. Instructional units are divided into the following categories: the garment industry; sewing; measurements; fashion; jobs and work; and health and safety. A section is devoted to writing by workers that may be used to inspire others to write, and a final section provides suggestions and practical information for arranging field trips to museums, stores, and the library. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 312 911 FL 800 014

Handbook for ESL/Civics Programming: For Phase II Applicants for Legalization. Arlington County Public Schools, Va.

Pub Date—89

Note—147p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Literacy, Behavioral Objectives, *Citizenship Education, *Civics, Competency Based Education, Curriculum Guides, *English (Second Language), *Immigrants, Intensive Language Courses, Literacy Education, Refugees, Second Language Instruction, *United States Government (Course), *United States History

Identifiers—*Amnesty, Immigration Reform and Control Act 1986, Refugee Education and Employment Program

The handbook is intended to help programs assist legalized aliens eligible for amnesty meet the education requirements for permanent residency. These requirements include minimal understanding of English and a knowledge and understanding of the history and government of the United States, or pursuit of a course leading to that knowledge. Three sets of competency-based curriculum materials are included: (1) an intensive English-as-a-Second-Language (ESL)/civics curriculum listing ESL competencies by topic and level and civics competencies based on American holidays, to be used to create a combined ESL/civics curriculum appropriate to the community and student level (separate competencies are geared to two literacy levels); (2) a non-intensive ESL/civics curriculum, designed for use with low intermediate-level students; and (3) an intensive 60-hour course of U.S. history and government. Guidelines for the use of each set of materials are provided, and student progress report forms are included in the first two curricula. Competency scope and sequence charts are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

HE

ED 312 912 HE 022 201

Rugg, Frederick E.

Rugg's Recommendations on the Colleges. Sixth Edition, 1989-1990.

Report No.—ISBN-0-96008934-4-X

Pub Date—89

Note—143p.

Available from—Rugg's Recommendations, 5749 Colonial Oaks Blvd., Sarasota, FL 34232 (\$14.95).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Admission Criteria, College Applicants, *College Bound Students, *College Choice, College Preparation, Decision Making, Directories, Educational Supply, Higher Education, High School Graduates, Majors (Students)

This publication, the most recent edition of a resource tool for students choosing colleges, makes recommendations for undergraduate programs in about 65 major subjects, most of which are divided among groups of schools based on their selectivity. The ranking of major fields of study was done primarily by students in colleges and universities nationwide, and college admissions officers and secondary school counselors also participated in the study. Approximately 2,600 entries with about 63 colleges per major are included. Each major field institution is ranked by "most selective," "very selective," and "selective" in terms of difficulty in gaining admission. The relative size of each school is included along with an indication of whether it is primarily for men, women, or mixed. A list of 12 helpful hints includes: do not overlook the good small liberal arts college; keep in mind that weak departments at places like Harvard and Yale might

be equal to or better than the strongest departments at many colleges and universities; and many of the best of the more expensive schools are actually less expensive because they offer financial aid. Six appendices are: the 500 colleges used in the study; the miscellaneous majors colleges used in the study; men's colleges included in the study; women's colleges included in the study; a simplified time table and checklist for seniors planning on college; and the get-going form. (SM)

ED 312 913 HE 022 531

Halstead, Kent

A Selected State-Level Education Data Base. Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—7 Sep 88

Note—26p. Tables will not reproduce well due to small print.

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Bound Students, *Databases, Demography, Educational Economics, Educational Finance, *Educational Policy, *Educational Practices, Enrollment Trends, Higher Education, High School Graduates, Institutional Characteristics, Politics, Private Colleges, Public Colleges, School Holding Power, *State Surveys. In initial state-level data base of 30 selected measurements of educational policy and practice and related state conditions is presented. The variables were selected, in part, as distinctive phenomenon with potential relevance to education. Each measure has been defined to promote inter-state comparability. The measurements were selected to represent a broad spectrum of state conditions relevant to education in the areas of demography (e.g., net migration and youth in poverty); economics (e.g., tax effort and school size); schools (e.g., school size and expenditures); politics (number of local governments and composition of state legislature); participation rates (e.g., high school graduation rate and college starting rate); migration (public system attractiveness to residents and non-residents); public system characteristics (e.g., public versus private strength and geographic accessibility); program and retention profiles (e.g., graduation profile and graduate education emphasis); and finance of public higher education (e.g., role of tuition and public system financial support). Each entry was required to have a partially distinct, although possibly small, causal potential to some aspect of education policy and/or operations. The supporting tables for the data base are as follows: basic data migration, college starting, retention profiles; historical data (migration, college starting, retention); and indexes of state level data base variables. (SM)

ED 312 914 HE 022 812

Freed, Melvyn N., Ed. And Others

The Educator's Desk Reference (EDR): A Sourcebook of Educational Information and Research. Spons. Agency—American Council on Education, Washington, DC.

Report No.—ISBN-0-02-910740-7

Pub Date—89

Note—549p. American Council on Education Macmillan Series on Higher Education.

Available from—Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022 (\$44.95).

Pub Type—Books (010) - Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (035)

Document Not Available from EDRS.

Descriptors—Computer Software, Computer Uses in Education, *Educational Research, Higher Education, *Information Sources, *Microcomputers, National Organizations, Publications, Reference Materials, Regional Planning, *Research Design, *Standardized Tests

Identifiers—*Educational Information

This comprehensive handbook provides quick access to a wide range of information needed by professionals in all areas and at all levels of education. It includes books, journals, software, and standardized tests. Six sections are as follows: (1) information sources (including information sources by type and guide to reference sources in education); (2) author's guide to publications (including journals in education and related disciplines, author's guide to book publishers in education and academic subjects, and microcomputer software publishers in education and academic subjects); (3) microcomputer

software for educational research (describing non-statistical and statistical packages); (4) standardized tests and inventories (including reviews of tests and inventories and summary list of test publishers); (5) research processes in education (containing information on linking research questions to research designs and statistical procedures, summaries of research designs, statistical procedures, and sampling techniques, and a research process checklist); and (6) selected national and regional organizations in education (providing a classification of national and regional education organizations and profiles of national and regional education organizations). (SM)

ED 312 915 HE 022 859

Mortenson, Thomas G.

Mixing College Attendance Costs: Opportunity, Financing, and Risk. ACT Student Financial Aid Research Report Series 89-3.

American Coll. Testing Program, Iowa City, Iowa. Pub Date—Aug 89

Note—27p.

Available from—ACT Publications, P.O. Box 168, Iowa City, IA 52243.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, *College Attendance, College Students, Cost Effectiveness, Educational Benefits, *Educational Economics, Educational Finance, *Enrollment Influences, Fees, Females, Grants, Higher Education, Low Income Groups, Minority Groups, Need Analysis (Student Financial Aid), Public Policy, *Student Costs, *Student Financial Aid, Student Loan Programs, Tuition, Womens Education

Identifiers—Paying For College

The way in which costs enter the potential college student's calculation of the benefits of college attendance is examined. In particular, the paper considers how costs not considered in financial aid need analysis can increase college attendance costs and thereby decrease net benefits of college attendance for those who use financial aid. The sixth in a financial aid research series, this report offers information on the following topics and subtopics: (1) economic theory; (2) college attendance costs (opportunity costs, financing costs, and risk costs); (3) equity of higher educational participation (females, nonwhite minorities, and low income students); (4) student financial aid policy issues (negative family contribution, student aid versus public aid, net benefits of college, and risk and loan default); (5) the shift from grants to loans (minority issues and loan defaults and the budget deficit); (6) and implications for higher education (including the specific problems of minority and low-income group enrollments in American higher education). Six figures and 7 references are included. (SM)

ED 312 916 HE 022 902

Kluczynski, Jan, Ed. Sanyal, Bikas C., Ed.

Education and Work in Poland.

Institute of Science Policy, Technical Progress and Higher Education, Warsaw (Poland); United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—ISBN-92-803-1117-4

Pub Date—85

Note—316p.

Available from—International Institute for Educational Planning, UNESCO, 7, Place de Fontenay, Paris, France.

Pub Type—Books (010) - Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—College Graduates, *Economics, Educational Benefits, Educational Objectives, *Education Work Relationship, Foreign Countries, *Outcomes of Education, Postsecondary Education, Questionnaires, Relevance (Education), Role of Education, *Technical Education

Identifiers—*Poland

This study on the relationship between education and employment in Poland attempts to demonstrate the limitations of manpower forecasts in planning for education. Following an introduction, five sections discuss the following topics and subtopics: (1) the relation between education and employment (e.g., the instrumental view of education, the social goals of education, and education and development); (2) between school and job (e.g., technical education and economic education); (3) employment, wages, and salaries (employment and the types of jobs performed by technicians and by economists); (4) the utilization of manpower (how qualifications

are used: the basis for research, and utilizing the qualifications of economists and technicians); and (5) attitudes toward work and profession (e.g., the professional status of secondary technical personnel, personal characteristics of technicians, the value of work, and job satisfaction). The final section offers a summary and conclusions, with implications for planning. It is concluded that the process of producing technicians and economists begins with the choice of secondary school, and the complexity level of work plays an important part in determining the appropriate salaries for technicians and economists. There also is more of a need for change in the economy than in the system of education. Three appendices provide a methodology for analysis, statistical tables, and questionnaires. Contains 18 references. (SM)

ED 312 917 HE 022 903

Survey of Minority Financial Aid Administrators.

A Report by the NASFAA Minority Concerns Committee 1988-89.

National Association of Student Financial Aid Administrators, Washington, D.C.

Pub Date—89

Note—49p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, Demography, Equal Education, Higher Education, *Minority Groups, *Organizational Effectiveness, Participant Satisfaction, *Professional Associations, Questionnaires, *Student Financial Aid, *Student Financial Aid Officers

Identifiers—*National Assn Student Financial Aid Administration

The findings of a 1988 survey of minority financial aid administrators are summarized as part of an evaluation of the effectiveness of the National Association of Student Financial Aid Administrators (NASFAA) in addressing the needs of the minority financial aid community. The results are compared to those of a 1982 Task Force study which also evaluated the organization's effectiveness. Findings include the following: NASFAA is meeting the needs of minority financial aid administrators; services offered by NASFAA are widely used by minority aid administrators; the development of leadership skills ranks highest among preferences for NASFAA sponsored training programs; the cost to attend NASFAA meetings and workshops effects the level of participation by minorities; and NASFAA's by-laws should be amended to allow minority representation at all levels. Three appendices are: a copy of the NASFAA Minority Concerns Survey for June 1988; statistical data from the survey; and the survey results. (SM)

ED 312 918 HE 022 951

Ott, Mary Diederich

Analysis of the Survey of 1986-87 Bachelor's

Degree Recipients.

Maryland Univ., College Park. Office of Institutional Studies.

Pub Date—Aug 89

Note—93p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bachelors Degrees, *College Graduates, Demography, Educational Assessment, Employment, Followup Studies, Higher Education, *Outcomes of Education, Participant Satisfaction, Questionnaires, School Effectiveness, *Student Experience, Student Financial Aid

Identifiers—*University of Maryland College Park

Recent bachelor's degree recipients from the University of Maryland at College Park (UMCP) were surveyed approximately 1 year after graduation. Surveys of those who received their degrees in summer or fall 1986 or spring 1987 were primarily concerned with education, employment, and evaluation of experiences at UMCP. The information is presented under the headings of demographic data, financial aid, educational activities and plans, employment, teacher certification, other concerns, and evaluation of educational experiences. Some of the highlights of the survey results are: 55% of respondents reported receiving one or more type of financial aid; 81% planned to earn a higher degree or graduate certificate; 34% had re-enrolled in post-secondary institutions; 82% were employed full time and 9% were employed part time; 55% indicated

they would major in the same undergraduate field again; 68% said that if they were to do it again, they would attend UMC for their undergraduate education; and 90% rated their satisfaction with the library as good or excellent. A questionnaire for recent alumni and a letter from the Chancellor of the University of Maryland asking for participation in the survey are appended. Contains 61 tables and 1 reference. (SM)

ED 312 919 HE 022 952
The Financial Position of Universities in Ontario: 1989.

Council of Ontario Universities, Toronto. Research Div.

Pub Date—Sep 89
Note—82p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Costs, *Educational Economics, *Educational Finance, Expenditure per Student, Federal Aid, Financial Needs, Foreign Countries, *Higher Education, Operating Expenses, State Aid, *Student Financial Aid Identifiers—Canada, *Ontario

A report on the financial position of Ontario universities continues and extends a pattern of analysis that has been developed over many years by the Council of Ontario Universities. It reviews trends over time and makes comparisons, among different sectors in Ontario and with other jurisdictions, to put into perspective the adequacy of funding levels available to universities in the province. Data on the financial position of universities in Ontario are grouped into the following categories: universities as a priority in Ontario; interprovincial comparisons; comparisons with the United States; impact on university spending patterns; Ontario government financial resources; and the economic benefits derived from university timing. Figures and tables include the following information: index of expenditures per client served in Ontario 1977-78 to 1989-90; transfer payments to medical doctors, universities and faculty 1977-78 and 1988-89; capital formation and capital stock, buildings; Ontario universities' share of provincial budgetary expenditures; interprovincial comparisons of university financing 1986-87; and salaries and wages, Ontario universities 1977-78 to 1987-88. Some of the results indicate: the government's total expenditures have increased at a rate a third faster than its grants to universities; tuition fees are 70% or 80% higher at U.S. public universities than Ontario universities; and Ontario can afford to invest more in its universities. An appendix provides an update of the Ontario university non-salary price index. (SM)

ED 312 920 HE 022 953

Chambliss, Catherine

Promoting Active Learning in Freshmen: The Ursinus College Academic Orientation Workshop.

Pub Date—89
Note—8p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, Adjustment (to Environment), *College Freshmen, Higher Education, Leadership, *School Orientation, *Student Development, *Student Participation, Training Methods, *Workshops Identifiers—*Ursinus College PA

This document describes a training program provided to faculty, staff, and upperclassmen group co-leaders of the Academic Orientation workshops at Ursinus College. The text describes the specific objectives and methods used to conduct these freshmen workshops. There is widespread agreement that optimal education requires students to learn through their active involvement with information, concepts, and principles. The Academic Orientation workshop was specifically designed to communicate the college's expectations of high student involvement in classes from the outset of the freshman's college experience in order to promote active learning on campus. The text explains how co-leaders are trained, looking at background (a couple of meetings at which faculty members discussed ways to orient new students to the academic side of the school); overview of academic orientation workshop format; objectives of academic orientation

workshops (student expression and student listening); process considerations for workshop leaders; discussion segment; and conclusion of co-leader training. Freshmen attendance at the workshop was very good, in part due to the strenuous efforts of the Student Life department to present the Academic Orientation workshops as an integral part of the overall new student orientation program. Contains 4 references. (SM)

ED 312 921 HE 022 954

Paquette, Carol A. Gervais

An Investigation into Selected Program Characteristics, Student Enrollment Patterns and Attained Certification Examination Scores in the Field of Cytotechnology.

Pub Date—Oct 88

Note—61p.; Master's Thesis, Ferris State University.

Pub Type—Tests/Questionnaires (160)—Dissertations/Theses—Master's Theses (042)—Reports—Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, *Certification, College Students, Comparative Analysis, Demography, *Education Work Relationship, Enrollment Trends, Excellence in Education, Higher Education, Licensing Examinations (Professions), *Outcomes of Education, *Pathology, Questionnaires, Scores Identifiers—*Cytotechnology

A study determining the relationship between selected program characteristics, student enrollment patterns, and scores attained on the national certification examination in the field of cytotechnology is presented. Information is included on the type of program, teaching and testing methods employed, the difference between students entering the cytotechnology training area with an associate degree and a bachelors degree, and how these factors affect the outcome of the student registry scores. Research questions included: the relationship between student program level and registry scores attained; the overview of the program characteristics of the cytotechnology programs nationwide; and the perceived employment outlook for the graduating cytotechnology student. Study subjects were the education coordinators of the 47 cytotechnology programs (only 39 of which are presently active) in the United States who completed a questionnaire with items of both closed and open form. Items addressed student enrollment patterns, demography, placement rate of students in the work force, and student performance on the August 1987 certification examination. Some of the results are as follows: bachelors degree students performed no better on the national certification examination than did the associate degree students; the schools have a variety in the number of individuals involved in student instruction; schools reported receiving requests for cytotechnologists an average of 2,700 miles from their program; and there is a critical shortage of trained, certified cytotechnologists. A copy of the education survey is appended. Contains 11 references. (SM)

ED 312 922 HE 022 956

Makinen, Raimo, Ed. Maatta, Pentti, Ed.

Students and Studying in Higher Education in Finland. Publication Series B. Theory into Practice 35.

Jyväskylä Univ. (Finland). Inst. for Educational Research.

Report No.—ISBN-951-680-056-4

Pub Date—89

Note—158p.

Available from—Institute for Educational Research, University of Jyväskylä, Seminaarinkatu 15, SF-40100 Jyväskylä, Finland.

Pub Type—Books (010)—Reports—Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Career Development, *College Students, *Education Work Relationship, Foreign Countries, *Higher Education, *Outcomes of Education, Scientific Principles, Student Development, *Theory Practice Relationship Identifiers—*Finland

Nine articles examine studies in Finnish higher education and the teaching of scientific thinking, with a focus on the relationship between university studies and career satisfaction. Information is presented on the years following the major expansion and reforms in the Finnish higher education system that took place in the mid-to-late 1960s. The articles are as follows: "Educational Career as a Transition Route to Adulthood" (Pentti Sinisalo); "University

Studies as a Life-Cycle Stage and the Meaningfulness of the Study Process" (Helena Aittola and Tapio Aittola); "Orientations to Learning and the Study Environment" (Helena Rantanen); "Notes on the Concept of Knowledge from the Perspective of Epistemic Representations, Higher Education and Work" (Anna-Maija Pirttilä-Backman); "University Didactics and the Learning of Scientific Thinking" (Pentti Hakkarainen); "Professionalism vs. Reflective Professional Practice" (Annikki Jarvinen); "Studying as a Life Phase and the Perspective of Studies" (Raimo Makinen); "Adult Studies: Seeking for Status?" (Matti Parjanen); and "Eight Years After the Beginning of Class Teacher Education. Follow-up from Selection to Working Life" (Hannu Perho). (SM)

ED 312 923 HE 022 957

Albanese, Mark A. Bale, James F.

An Assessment of the Validity of Student Liaison Committee Reports.

Pub Date—[89]

Note—10p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, College Students, *Committees, *Course Evaluation, *Feedback, Higher Education, Medical Education, Planning, *Reports, *Student Attitudes

A study to determine to what extent course evaluation reports provided by students serving on course liaison committees accurately reflect the perceptions of the entire student body is presented. A system of liaison committees composed of student volunteers was developed at the University of Iowa Medical School to meet regularly with course directors and provide ongoing feedback during the course and a summary report to the course director and curriculum committee at the conclusion of the course. The courses taken by first year medical students in the fall semester were selected for study. A questionnaire divided into three parts accompanied the liaison report. Students were asked to evaluate their general perceptions of the accuracy of student liaison reports, evaluate the accuracy of the report itself after reviewing it, and provide general recommendations regarding the use of student liaison reports for the purpose of curriculum development. According to the results, reports produced by the liaison committee: (1) are moderate to very accurate in reflecting the ratings of the majority of students; (2) would be acceptable to the majority of students as adequate representation for making suggestions for course and curriculum changes; and (3) will tend to have a somewhat positive bias for courses in which there may be intense negative sentiment. (SM)

ED 312 924 HE 022 961

Facilities Inventory and Utilization Study Fall of 1988 for the State of North Carolina.

Twenty-Second Edition.

North Carolina State Commission on Higher Education Facilities, Raleigh.

Pub Date—Sep 89

Note—205p.

Available from—State Commission on Higher Education, The University of North Carolina-General Administration, 910 Raleigh Road, P.O. Box 2688, Chapel Hill, NC 27515-2688.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Accessibility (for Disabled), Building Design, *Campus Planning, *Educational Facilities, Educational Facilities Design, Educational Facilities Planning, Facility Utilization Research, Higher Education, *School Space, *Space Utilization, State Surveys Identifiers—*North Carolina

This edition of an annual series of facilities inventory and utilization studies reflects the status of space in North Carolina institutions of higher education at the end of the drop-add period of the 1988 fall term at each college. It gives indications of the uses being made of the space and provides norms and historical information for the past 5 years to enable institutions to make their own assessments of their facilities. Data for 113 institutions of higher education in North Carolina (16 public sector, 39 private nonprofit, and 58 public two-year) are included, and all proprietary institutions and Bible colleges are omitted. Information is presented on: utilization of instructional space (e.g., capacity/enrollment ratio, use of student stations in classrooms, and student clock hours of instruction); interior

space characteristics (e.g., net-to-gross ratio, summary programs, and assignable area by room code); building characteristics (e.g., ownership of buildings, age of buildings, and condition of buildings); and accessibility of facilities to the mobility impaired. Twenty-six tables are included. Contains 9 references. (SM)

ED 312 925 HE 022 962

Cronin, Joseph M.
Corporate Support for Scholarships: A Tale of Two Cities.

Pub Date—Jul 89

Note—34p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Responsibility, College Bound Students, *Corporate Support, Educational Finance, Higher Education, Industry, *Low Income Groups, Philanthropic Foundations, *Private Financial Support, *Scholarships, *School Business Relationship, Student Financial Aid, *Urban Areas

Identifiers—Massachusetts (Boston), Ohio (Cleveland), *Paying for College

The issue of corporate and foundation support for scholarships to help low-income students from the inner city plan for and pay for college is discussed, with advantages and shortcomings of various financial assistance models noted. A focus is on how business leaders in Cleveland, Ohio, and Boston, Massachusetts during the 1980s raised millions of dollars to support inner-city student scholarships. Topics of discussion are as follows: Cleveland pioneers (Cleveland Scholarship Programs and the Scholarship-in-Escrow Plan); Boston initiatives (e.g., the Action Center for Educational Services and Scholarships or ACCESS and the Boston Compact which offers summer and full-time jobs in 400 local companies); new Cleveland Initiative for Education (based on the Boston Compact); early awareness for philanthropy; other cities and other states; other corporate, community, and philanthropic models; trade for aid; college searches by computer; beyond Eugene Lang's model; and program evaluation. Other policy and research questions include: How much can be done to increase college participation if the basic preparation for college is weak? and, can the safety of students in urban schools be assured? Contains 12 references. (SM)

ED 312 926 HE 022 964

Shann, Mary H. Cronin, Joseph M.
Toward Reform of Egyptian Higher Education:

Final Report on Cairo University/Boston University Collaboration in Counterpart Training for the Third Education Project.

Pub Date—Dec 88

Note—43p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, Developing Nations, *Educational Change, Enrollment Trends, *Faculty Development, Foreign Countries, Higher Education, Institutional Survival, Student Evaluation, *Teacher Education, Teacher Improvement

Identifiers—Boston University MA, *Cairo University (Egypt), *Egypt

In 1981, the Egyptian government sought assistance from the World Bank's International Developmental Agency for the Cairo University-IDA Third Education Project. The World Bank loan was designated for training faculty leaders capable of modernizing instruction at Cairo University and for equipping the faculties of agriculture and medicine with up-to-date scientific instruments, laboratory apparatus, and technology for the improvement of instruction. The project also supported a counterpart training program between Cairo and Boston University; the contributions of this program are documented, and the project's major initiatives in the area of faculty training are outlined. The first four papers of the six sections are as follows: (1) introduction (background and present conditions); (2) the Egyptian strategy for higher education reform (reduction of enrollments, revision of curricula and courses for study, use of modern instructional media, more frequent and appropriate student evaluation, and improved preparation of university lecturers and instructors); (3) counterpart training: Cairo University and Boston University (expectations at Cairo University, faculty participation, and curriculum for the short-term fellowship programs); and (4) progress toward educational reforms (faculty of medicine, faculty of engineering, faculty of

agriculture, Higher Education Training Institute, and individual efforts). Recommendations are offered in section 5; advocated actions include the following: promote the use of the health education resources center; develop a plan for increased use of computers; and continue use of short and long term study abroad. The sixth and final section offers a brief concluding summary of this report. (SM)

ED 312 927 HE 022 967

Levin, Benjamin
Accessibility to Post-Secondary Education in Canada.

Pub Date—Jun 89

Note—16p.; Paper presented at the Meeting of the World Congress on Comparative Education (Montreal, Canada, June 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Demography, *Educational Demand, *Educational Supply, Educational Trends, Enrollment Influences, *Enrollment Trends, Foreign Countries, Higher Education, Nontraditional Education, *Post-secondary Education

Identifiers—*Canada

An overview of the accessibility of postsecondary education in Canada is presented. The issues are dealt with in a brief, therefore necessarily simplified manner, and universities receive more attention than colleges, largely because there is considerably more data about them. Canadian postsecondary education is the constitutional responsibility of the provinces. The national government has no ministry or office of education at all. The development of postsecondary education in Canada increased dramatically after World War II and especially in the 1950s and 1960s. From 1981 to 1984, enrollment rose rapidly and has continued since then at very high levels. Several conceptions of accessibility are discussed, with three views outlined. One is concerned with the total number of places available for qualified applicants; the second concerns the distribution of available places among institutions and programs, and the third has to do with who in the population actually attends postsecondary education. The future for accessibility questions is examined, and it is suggested that: (1) demand will likely continue at very high levels; (2) there is likely to be increasing interest in alternatives to conventional education programs; and (3) significant progress in equity issues in the distribution of available places to different people is possible. Issues of accessibility are very likely to remain squarely on the agenda for postsecondary education. Contains 18 references. (SM)

ED 312 928 HE 022 969

Knapp, Karl And Others
Salary and Staffing Patterns in Financial Aid Offices 1987-88.

National Association of Student Financial Aid Administrators, Washington, D.C.

Pub Date—Sep 89

Note—114p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Access to Education, Administrator Effectiveness, Administrators, Demography, Higher Education, National Surveys, Questionnaires, *Salaries, Sex Differences, Student Financial Aid, *Student Financial Aid Officers

The results of the most recent survey (summer and fall of 1988) by the National Association of Student Financial Aid Administrators to investigate national patterns of salaries and staffing in financial aid offices are presented. Information is on 2,481 financial aid offices is organized into the following categories: characteristics of responding undergraduate institutions; characteristics of salaries of heads of office at undergraduate institutions; characteristics and salaries of staff at undergraduate institutions; staffing patterns at undergraduate institutions; and staffing and salary patterns at graduate/professional institutions. Some of the significant findings are: the financial aid profession is predominantly female; heads of office generally report high levels of education; male heads of office have a significantly higher median salary than their female counterparts; individuals with the title Associate Director are located primarily at four-year institutions; and the staff position of counselor/advisor/officer is found at all types of

institutions and comprises 16.4% of the full-time financial aid office staff. Four appendices are: supplementary tables; survey methodology; survey instrument; and financial aid position titles. (SM)

ED 312 929 HE 022 970

Scheetz, L. Patrick Gardner, Philip D.
Employment Survey of Michigan College Graduates: Report of Destinations, Average Starting Salaries, and Unemployment, 1987-88 (All Degree Levels).

Michigan State Univ., East Lansing. Collegiate Employment Research Inst.

Pub Date—Jun 89

Note—52p.

Available from—Career Development and Placement Services, Michigan State University, East Lansing, Michigan 48824-1113 (\$5.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Associate Degrees, Bachelors Degrees, Career Choice, *College Graduates, Degrees (Academic), Doctoral Degrees, *Education Work Relationship, *Employment Opportunities, Higher Education, Masters Degrees, *Outcomes of Education, Relevance (Education), Salaries, State Surveys

Identifiers—*Michigan

Information is presented from an employment survey of Michigan college graduates, focusing on destinations, average starting salaries, and unemployment for 1987-88 at all degree levels. Some of the study findings are as follows: (1) after completing their degrees, graduates could be working full-time, pursuing other educational goals, or still seeking employment, and more than 60% of all graduates were working while 87%-11% were unemployed; (2) depending on the degree level, pursuit of additional education varies from a high of 22% among associate's degree recipients to a low of 7% for Ph.D. recipients; (3) approximately 75% of the bachelor's, master's, and doctoral graduates remain in the state of Michigan; (4) bachelor's recipients are more likely to accept jobs outside the state; and (5) technical fields, especially engineering and engineering technologies, computer science, business, health sciences, industrial arts, and agricultural sciences generally receive the highest starting salaries across all degree levels. (SM)

ED 312 930 HE 022 980

Mortenson, Thomas G.

Why Student Financial Aid? ACT Student Financial Aid Research Report Series 87-1.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date—Dec 87

Note—29p.

Available from—ACT Publications, P.O. Box 168,

Iowa City, IA 52243.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, *Educational Demand, *Educational Finance, Enrollment Trends, Federal Aid, Financial Aid Applicants, Futures (of Society), Government Role, Government School Relationship, Higher Education, Need Analysis (Student Financial Aid), *Public Policy, State Aid, *Student Financial Aid

This report, the first in a series on student financial aid, develops a public policy justification for needs-tested higher educational subsidies targeted specifically to students, and offers evidence to support the argument that financial aid is a worthwhile use of public monies. Traditionally, public subsidies for students have been directed to institutions; in the mid-1960s, however, federal and state governments began to subsidize higher education of students directly via needs-tested grants and other forms of aid. Currently more than \$20 billion is spent on student aid. Five sections look at: student demand for higher education; differences in abilities to pay college costs; the effect of price on student enrollment decisions (discussing student enrollment responses to price and to financial aid); the public policy commitment to equalize higher educational opportunity (discussing federal and state commitments); and society's interest in improving educational opportunity (discussing labor force renewal and preservation of social peace through hope). It is concluded that higher education is essential to current and future prosperity of both individuals and the larger society. Signals from the labor market indicate a current oversupply of workers with less than a college education and an undersupply of

workers with college degrees. Today, student financial aid addresses simultaneously two social issues: (1) the fulfilling of the aspirations of citizens wishing to climb the ladder of opportunity and (2) the enormous human capitalization requirements of the evolving world economy and the role of the United States in that system. Contains 16 references. (SM)

ED 312 931 HE 022 987

Zebala, John A. Jones, Daniel B.
Medical School Admissions: The Insider's Guide.
 Report No.—ISBN-0-914457-29-2
 Pub Date—89
 Note—188p.
 Available from—Mustang Publishing Co., Inc., P.O. Box 9327, New Haven, CT 06533 (\$8.95).
 Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*College Admission, *College Applicants, *Essays, Higher Education, *Medical Education, Premedical Students, Professional Education, Student Financial Aid, Test Wiseness, Undergraduate Students

A handbook on the medical school admissions process is presented, offering a first hand account of what works. Six chapters discuss the following topics and subtopics: (1) premedical preparation (planning undergraduate study and picking the right college); (2) power techniques for higher grades (techniques for grade point success, improving grades a little bit more, and pass/fail grades); (3) the Medical College Admissions Test (MCAT) sections, scoring the MCAT, preparing for the MCAT, professional MCAT prep courses, examination tips, the new revised MCAT, and suggested reading; (4) the application process (American Medical College Application Service—AMCAS, and the application, extracurricular activities, recommendations, filling out the application, how many schools to apply to, deciding which schools to apply to, financial aid for medical school, final review of the application, after applying, getting admitted, special programs, timetable of important dates, and breakdown of U.S. medical schools); (5) the interview (the interview process, final preparation before the interview, and sample interview questions); and (6) the essay authorship, proofing and style, conservative and safe, creative vs. weird, apologetic, egotistical, doubtful, or boring, why a physician? translating research into clinical practice, meeting the physician shortage, stamina, the M.D. family, name-dropping, a word of warning, and about the essays). A selection of 50 successful AMCAS essays concludes the book. (SM)

ED 312 932 HE 022 989

Ott, Mary Diederich Markewich, Theodore S.
Logit Analysis of Graduate Student Retention and Graduation.
 Pub Date—Apr 85
 Note—53p; Paper presented at the Annual Forum of the Association for Institutional Research, (Portland, OR, April 28-May 21, 1985).
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Persistence, College Graduates, Computer Software, *Graduate Students, Graduation, Higher Education, Prediction, Research Methodology, *School Holding Power, State Universities, *Statistical Analysis, *Student Characteristics, Student Motivation

Identifiers—*Logit Analysis, University Of Maryland College Park

Logit analysis coupled with the BMDP4F computer program (Brown, 1983) was used to derive an appropriate model for the study of student retention and graduation. The model was then applied to graduate student retention and graduation data from the University of Maryland, College Park (UMCP). Logit analysis is a method of determining what effects need to be entered into a model for adequately predicting the value of a categorical dependent variable and involve independent variables that are all categorical. The BMDP4F log-linear analysis procedure was used in the application on the UNIVAC 1180 to determine which independent variables and interactions were necessary to predict retention. The UMCP study was concerned with identifying predictors of (1) graduation within a specific number of years since admission and (2) retention each year after entry for students registering for master's or doctoral programs during 1977-1979. Results included the following: the difference in predicted retention rates

among academic divisions at the doctoral level may be related to differences in the perceived advantage accruing to the completion of a doctorate versus the personal and financial sacrifice involved in continued study; full-time rather than part-time status at entry may be related to greater goal commitment and may result in a higher degree of social integration; and the lack of a significant relationship between age and retention in graduate school is similar to the conclusion of Pantages and Creedon (1978) for college attrition. The results of the UMCP study are compared with other studies. Two appendices include a list of graduate programs by graduate division and a table giving characteristics of sample by level of program. Tables are included. Contains 33 references. (SM)

ED 312 933 HE 022 990

Florida's Progress Toward Excellence in Education in the State University System, 1984-85, A Report to the State Board of Education.
 Florida State Board of Regents, Tallahassee.
 Pub Date—Dec 86
 Note—148p; For the 1987 report, see HE 022 991.
 Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Academic Standards, College Faculty, College Graduates, *Educational Improvement, *Educational Quality, Enrollment Trends, *Excellence in Education, Expenditure per Student, Graduate Students, Higher Education, Honor Societies, Merit Scholarships, Outcomes of Education, Research Libraries, Salaries, State Programs, State Universities, *Statewide Planning, Student Financial Aid, Undergraduate Study

Identifiers—*Florida, *State University System of Florida

The fourth annual report on Florida's progress toward excellence in the State University System is presented. A total of 20 "indicators" of quality were used; they include the following seven national measures of efforts toward reaching the upper quartile of state university systems: (1) average full-time faculty salaries; (2) number of national merit scholarship winners enrolled as first-time-in-college students; (3) state financial aid per student; (4) appropriations per headcount student; (5) number of full-time scientists and engineers employed at public universities; (6) research library rank; and (7) number of Phi Beta Kappa chapters. State ranking improved on three of the seven measures. Thirteen additional in-state measures adopted and not involving across-state comparisons include: pass rates on the College Level Academic Skills Test; findings of follow-up studies of State University System graduates; licensure examination results of graduates; mean Graduate Record Examination scores of entering graduate students; percent of full-time faculty by highest earned degree; admission test (Scholastic Aptitude Test and American College Test) scores of students enrolling for the first time; number of endowed chairs; specialized or programmatic accreditation; student full-time equivalent (FTE)/Faculty FTE Ratio; progress toward the faculty and administrator goals of the state plan for equal access and equal opportunity; progress toward the student goals of the state plan for equal access and equal opportunity; contract and grant dollars per faculty member; and national rank of program, school, or college. (SM)

ED 312 934 HE 022 991

Florida's Progress Toward Excellence in Education in the State University System, 1986-87 Academic Year. Report to the State Board of Education.
 Florida State Board of Regents, Tallahassee.
 Pub Date—11 Dec 87
 Note—118p; For the 1986 report, see HE 022 990.
 Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Academic Standards, *College Faculty, College Graduates, *Educational Improvement, *Educational Quality, Enrollment Trends, *Excellence in Education, Expenditure per Student, Graduate Students, Higher Education, Honor Societies, Merit Scholarships, Outcomes of Education, Research Libraries, Salaries, State Programs, State Universities, *Statewide Planning, Student Financial Aid, Undergraduate Study

Identifiers—*Florida, *State University System of Florida

The fifth annual report on Florida's progress toward excellence in education within its state university system describes the status of the system according to 20 indicators of quality. They include the following seven national measures of efforts toward reaching the upper quartile of state university systems: (1) average full-time faculty salaries; (2) number of national merit scholarship winners enrolled as first-time-in-college students; (3) state financial aid per student; (4) appropriations per headcount student; (5) number of full-time scientists and engineers employed at public universities; (6) research library rank; and (7) number of Phi Beta Kappa chapters. State ranking improved on three of the seven measures. Thirteen additional in-state measures adopted and not involving across-state comparisons include: pass rates on the College Level Academic Skills Test; findings of follow-up studies of State University System graduates; licensure examination results of graduates; mean Graduate Record Examination scores of entering graduate students; percent of full-time faculty by highest earned degree; admission test (Scholastic Aptitude Test and American College Test) scores of students enrolling for the first time; number of endowed chairs; specialized or programmatic accreditation; student full-time equivalent (FTE)/Faculty FTE Ratio; progress toward the faculty and administrator goals of the state plan for equal access and equal opportunity; progress toward the student goals of the state plan for equal access and equal opportunity; contract and grant dollars per faculty member; and national rank of program, school, or college. (SM)

ED 312 935 HE 022 992

Fact Book 1979-1980, State University System of Florida.
 Florida State Board of Regents, Tallahassee.
 Report No.—BOR-81-4
 Pub Date—1 Mar 81
 Note—282p; For related documents, see HE 022 993-996.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—College Admission, College Students, Community Colleges, Contracts, Degrees (Academic), Demography, *Educational Finance, Educational Policy, Enrollment Trends, Grants, Higher Education, *Institutional Characteristics, Personnel, State Programs, *State Universities, Statewide Planning

Identifiers—Florida, *State University System of Florida

Data presented on the State University System (SUS) of Florida are presented in the form of tabular displays, charts, graphs, and a glossary. Preliminary sections list members of the Florida Board of Regents and provide a description of the State University System of Florida. The 10 major sections cover the following areas: (1) institutional characteristics (with figures showing institutional service areas and energy characteristics); (2) admissions (tables include total headcount enrollment by county of current residence for first-time-at-institution students for Fall 1989 and Florida community college students transferring into the SUS for Fall 1979); (3) enrollment (tables include average student quarter credit hour load by level for fall 1979 and total headcount enrollment by nation of citizenship for fall 1979); (4) degree programs (tables include academic programs degree inventory, student headcount by discipline and level by university, degree granted by discipline and institution, Florida's participation in the academic common market 1980-81); (5) student finance (tables include tuition and fees and financial aid awards); (6) institution finance (tables include history of appropriations to the SUS 1971-72 through 1980-81, and current educational operations by university, percent of total educational and general expenditures by category for fiscal year ended June 30, 1980); (7) contracts and grants (tables include general summary information 1978-1980, research and service contracts and grants expenditures by discipline fiscal year 1978-79 and 3-year history of the total contracts and grants dollars expended by university); (8) personnel (figures include percent and number of SUS total man-years accounted for by each budget entity and distribution of SUS faculty by age and tenure status fall 1979); (9) functional directory by responsibility; and (10) glossary of 35 terms and abbreviations. (SM)

ED 312 936 HE 022 993

Fact Book 1981-82, State University System of

Florida.
Florida State Board of Regents, Tallahassee.
Report No.—BOR-83-4
Pub Date—1 Feb 83
Note—325p; For related documents, see HE 022 992-996.

Pub Type—Numerical/Quantitative Data (110) — Reports — Research (143)

EDRS Price - MF01/PC13 Plus Postage.
Descriptors—College Admission, College Faculty, College Students, Community Colleges, Contracts, Degrees (Academic), Demography, *Educational Finance, Educational Policy, *Enrollment Trends, Grants, Higher Education, *Institutional Characteristics, Personnel, State Programs, *State Universities, Statewide Planning, Student Financial Aid

Identifiers—Florida, *State University System of Florida
Data presented on the State University System (SUS) of Florida are presented in the form of tabular displays, charts, graphs, and a glossary. Preliminary sections list members of the State Board of Education and the Florida Board of Regents, provide a description of the State University System of Florida, and list measures used for reporting Florida university quality. The 10 major sections cover the following areas: (1) institutional characteristics (e.g., characteristics of universities and map of institutional service areas); (2) admissions (e.g., headcounts and percentages by type of student and university); (3) enrollment (e.g., average semester credit hour load by student level and age characteristics of students by university); (4) degree programs (e.g., academic degree programs inventory and degrees granted by discipline and institution); (5) student finance (e.g., tuition and required fees per credit hour per semester 1982-83 and summary of financial aid awards to undergraduates); (6) institution finance (e.g., history of appropriations to the SUS 1973-74 through 1982-83); (7) contracts and grants (e.g., total contracts and grants dollars expended by university and by discipline); (8) personnel (e.g., percent and number of SUS total man-years accounted for by each budget entity and number of ranked faculty); (9) functional directory by responsibility; and (10) glossary of about 50 terms and abbreviations. (SM)

ED 312 937 HE 022 994
Fact Book 1984-1985, State University System of Florida.

Florida State Board of Regents, Tallahassee.
Report No.—BOR-84-4
Pub Date—1 Feb 85
Note—386p; For related documents, see HE 022 992-996.

Pub Type—Numerical/Quantitative Data (110) — Reports — Research (143)

EDRS Price - MF01/PC16 Plus Postage.
Descriptors—College Admission, College Faculty, College Students, Community Colleges, Contracts, Degrees (Academic), Demography, *Educational Finance, Educational Policy, *Enrollment Trends, Grants, Higher Education, *Institutional Characteristics, Personnel, State Programs, *State Universities, Statewide Planning, *Student Characteristics, Student Financial Aid

Identifiers—Florida, *State University System of Florida

Data on the State University System (SUS) of Florida are presented in the form of tabular displays, charts, graphs, and a glossary. Preliminary sections list members of the State Board of Education and the Florida Board of Regents, provide a description of the State University System of Florida, and list measures used for reporting Florida university quality. The 10 major sections cover the following areas: (1) institutional characteristics (e.g., energy characteristics SUS and university facilities by categories used in capital outlay budgeting); (2) admissions (e.g., community college students transferring into the SUS); (3) enrollment (e.g., headcount trends 1976-1984, and headcount by citizenship); (4) degree programs; (5) student finance (e.g., required fees per year for medical programs and SUS fee waiver summary 1985-86); (6) institution finance (e.g., funds appropriated for quality improvement programs by university 1979-80 through 1985-86); (7) contracts and grants (e.g., total contracts and grants dollars expended by university 1984-85 and research and service contracts and grants expenditures by discipline fiscal year 1984-85); (8) personnel (e.g., percent and number of SUS personnel by classification, sex, and race 1984-85 and number of

ranked faculty by age distribution and tenure status 1984-85); (9) functional directory by responsibility; and (10) a glossary of about 50 terms and abbreviations. (SM)

ED 312 938 HE 022 995
Fact Book 1985-1986, State University System of Florida.

Florida State Board of Regents, Tallahassee.
Report No.—BOR-85-4
Pub Date—1 Feb 87
Note—266p; Printed on colored paper. For related documents, see HE 022 992-996.

Pub Type—Numerical/Quantitative Data (110) — Reports — Research (143)

EDRS Price - MF01/PC11 Plus Postage.
Descriptors—College Admission, College Faculty, College Students, Contracts, Degrees (Academic), Demography, *Educational Finance, Educational Improvement, Educational Policy, *Enrollment Trends, Grants, Higher Education, *Institutional Characteristics, Personnel, State Programs, *State Universities, Statewide Planning, *Student Characteristics, Student Financial Aid

Identifiers—Florida, *State University System of Florida

This color coded fact book presents data on the State University System (SUS) of Florida in the form of tabular displays, charts, and graphs. Preliminary sections list members of the State Board of Education and the Florida Board of Regents and provide a description of the State University System of Florida. The nine major sections cover the following areas: (1) institutional characteristics (e.g., university facilities by categories used in capital outlay budgeting and characteristics of universities); (2) admissions (e.g., admission and registration headcounts and percentages by type of student and university fall 1985 and community college students transferring into the SUS fall 1985); (3) enrollment (e.g., history of enrollments 1976-1986); and headcount by citizenship); (4) degree programs (e.g., academic degree programs inventory and student headcount by discipline and level); (5) tuition, fees, and financial aid; (6) institution finance (e.g., history of appropriations to the SUS 1978-79 through 1986-87); (7) contracts and grants (e.g., total contracts and grants dollars expended by university 1985-86 and major funding sources for new research/service contracts and grants for fiscal year 1985-86); (8) personnel (e.g., number of SUS faculty by race, sex, rank, and tenure status 1985-86 and number of ranked faculty by age distribution and tenure status 1985-86); and (9) a functional directory by responsibility. (SM)

ED 312 939 HE 022 996
Fact Book 1987-1988, State University System of Florida.

Florida State Board of Regents, Tallahassee.
Report No.—BOR-87-4
Pub Date—89
Note—192p; For related documents, see HE 022 992-995.

Pub Type—Numerical/Quantitative Data (110) — Reports — Research (143)

EDRS Price - MF01/PC08 Plus Postage.
Descriptors—College Admission, College Faculty, College Students, Contracts, Degrees (Academic), Demography, *Educational Finance, Educational Improvement, Educational Policy, Educational Quality, *Enrollment Trends, Grants, Higher Education, *Institutional Characteristics, Personnel, State Programs, State Universities, Statewide Planning, *Student Characteristics, Student Financial Aid

Identifiers—Florida, *State University System of Florida

Data on the State University System (SUS) of Florida are presented in the form of tabular displays, charts, and graphs. Preliminary sections list members of the State Board of Education and the Florida Board of Regents and provide a description of the State University System of Florida. The nine major sections cover the following areas: (1) institutional characteristics (e.g., characteristics of universities and university facilities by categories used in capital outlay budgeting); (2) admissions (e.g., admission and registration headcount and percentages by type of student and university); (3) enrollment (e.g., history of enrollments 1978-88 and average semester credit hour load by student level fall 1987); (4) degree programs (e.g., academic degree programs inventory and student headcount by discipline and level); (5) tuition, fees, and financial aid; (6) institu-

tion finance (e.g., general academic instruction expenditures 1987-88 and current educational operations for the fiscal year ended June 30, 1988—source and use of funds); (7) contracts and grants (e.g., fiscal year 1987-88 and major funding sources for new contracts and grants for fiscal year 1987-88); (8) personnel (e.g., percent and number of SUS total man-years 1987-88 and number of SUS faculty by race, sex, rank, and tenure status 1987-88); and (9) a functional directory by responsibility. (SM)

ED 312 940 HE 022 997
Nelson, Susan K.
Influences of the Chautauqua Movement on American Higher Education.

Pub Date—[89]
Note—10p.

Pub Type—Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Adult Education, *Educational History, *Educational Innovation, Educational Quality, Experimental Teaching, Higher Education, Instructional Innovation, *Nontraditional Education, *Rural Education, Summer Programs

Identifiers—*Chautauquas

The Chautauqua movement is described with a focus on its influences on American higher education. As the most influential wholly American institution in the social and cultural life of rural communities, its contributions to higher education included development of correspondence and extension courses and the creation of the summer term. Chautauqua's origins were in a meeting at Lake Chautauqua (New York) in 1874 in which interested parties decided to create a vigorous private movement in popular education. The first Chautauqua lasted 2 weeks, with programs divided into 6 sections including sample Sunday School meetings and practical exhibits. Instructional courses were supplemented by inspirational lectures, concerts, and games. Emphasis was on self-improvement via Bible study and secular activities. The program grew in stages over the years. By 1898, Chautauqua relinquished the university title and abandoned its degree granting power. Within a short time, gatherings mimicking this model appeared around the country, and by 1900 there were 200 independent chautauquas. One influence on education which could easily be overlooked is related to the tent chautauquas whose mainstay was the inspirational lecture. The tent chautauqua circuit employed 6000 college students per summer for its tent crews. They earned money for tuition and served as role models for those in small towns, thereby increasing college enrollments. The circuit lasted for 50 years, and its decline was influenced by many factors (e.g., better roads and transportation, more newspapers and magazines, increased travel abroad, and the advent of radio, television, and movies). Contains six references. (SM)

ED 312 941 HE 022 998
Origin of Kentucky College and University Enrollments, Fall 1988.

Kentucky State Council on Higher Education, Frankfort.

Report No.—S089153A
Pub Date—May 88
Note—159p; For a related document, see HE 022 999.

Available from—Kentucky Council on Higher Education, West Frankfort Office Complex, Frankfort, KY 40601.

Pub Type—Books (010)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—College Freshmen, *Enrollment, *Geographic Distribution, Higher Education, *In State Students, *Out of State Students, *Private Colleges, Professional Education, *Public Colleges, State Surveys, Two Year Colleges, Universities

Identifiers—*Kentucky

Data on geographic origins of students in Kentucky's public and independent colleges and universities are reported. All higher education institutions, including two-year colleges, four-year colleges, and universities, are included. Tables present information on total and first-time freshman enrollment by county and state of student origin for each institution type and for first-professional enrollments by county and state of origin for state-supported universities. Additional tables contain total enrollment as a percentage of population and first-time freshmen as a percentage of high school graduates by county of origin for both state-supported and inde-

pendent institutions. Two Kentucky counties were found to provide a major proportion of higher education enrollments, accounting for 31% of resident students. The regional drawing power of institutions is seen in the number of first-time freshmen enrolling in institutions, particularly public community colleges, near their homes. Of the senior public institutions, the University of Louisville and Northern Kentucky University have the highest home and contiguous county proportions. The University of Kentucky and Morehead State University draw most of their first-time freshmen from other than home or contiguous counties. (MSE)

ED 312 942 HE 022 999 Kentucky College and University Enrollments.

Fall 1988.
Kentucky State Council on Higher Education, Frankfort.

Report No.—SE89104A
Pub Date—Apr 89

Note—280p. For a related document, see HE 022 998.

Available from—Kentucky Council on Higher Education, West Frankfort Office Complex, Frankfort, KY 40601.

Pub Type—Books (010)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Black Students, Business Education, Church Related Colleges, *Enrollment, Full Time Students, Higher Education, In State Students, Majors (Students), Out of State Students, *Private Colleges, Professional Education, *Public Colleges, State Surveys, Theological Education, Transfer Students, Two Year Colleges, Undergraduate Study, Universities

Identifiers—*Kentucky

Data on enrollments in Kentucky's public and independent higher education institutions, including two-year colleges, business colleges, and seminaries, are presented. Enrollments are reported variously by headcount, student classification (year or degree or enrollment status), institution type, trends during the period 1985-88, full-time-equivalency, black enrollment, residency status, total credit-hours, on-campus credit-hours, off-campus credit-hours, and degree field. In some tables, data are given for each institution; in others, data are reported by institution type. Among the facts emerging from the enrollment reports are these: state-supported institutions' headcount enrollments are 6% black, in comparison with the state's 7% black population; state-supported institutions' enrollments are primarily resident students, while independent institutions enroll a large proportion of out-of-state students; 24% of students in state-supported institutions are undecided on field of study, and 8% are non-degree students; one-fourth of community college students are not pursuing a degree, and approximately the same proportion are undecided about field of study. The undergraduate field in greatest demand at state-supported universities is business; the graduate field in greatest demand at state-supported universities is education; and the field in greatest demand among community college students is liberal arts and sciences. (MSE)

ED 312 943 HE 023 000 Legislative Priorities for the Commission, 1989. Commission Report 89-1.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Jan 89

Note—16p.

Available from—California Postsecondary Education Commission, Third Floor, 1020 Twelfth St., Sacramento, CA 95814-3985.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Education, Educational Economics, Educational Finance, Educational Technology, Equal Education, Expenditures, Fees, *Government Role, Grants, *Postsecondary Education, *Public Policy, *State Government, *State Legislation, Student Costs, Student Financial Aid, Technological Advancement

Identifiers—*California

The seven highest priorities of the California Postsecondary Education Commission for state legislative initiatives during the first half of the 1988-89 legislative session are described. They include: (1) improving state oversight of private postsecondary education; (2) meeting California's adult education needs; (3) promoting educational equity; (4) ensuring equitable and predictable student fees; (5) responding to new instructional technologies; (6)

developing state policy for adjusting maximum student financial aid awards in the Cal Grant programs; and (7) revising the "Gann limit" placed by voters on growth in appropriations of tax revenues for all governmental entities in the state. For each of the priorities, the issue, its context and conditions, and a specific recommendation for Commission action are outlined. Contains 5 references. (MSE)

ED 312 944 HE 023 001

Distribution of Revenue from Concurrent Enrollment at the California State University. A Report to the Legislature in Response to Supplemental Language to the 1988-89 Budget Act. Commission Report 88-44.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Dec 88

Note—40p.

Available from—California Postsecondary Education Commission, Third Floor, 1020 Twelfth St., Sacramento, CA 95814-3985.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Advisory Committees, *Continuing Education, *Educational Finance, Efficiency, *Extension Education, Higher Education, *Income, *Resource Allocation, State Legislation, State Programs, State Universities

Identifiers—*California State University, *Concurrent Enrollment

As part of its fee-supported extension education program, the California State University (CSU) authorizes students to enroll in continuing education course by attending "regular" campus courses, for which they pay continuing education fees, with instructor consent and based on space availability. This "concurrent enrollment" program began in the 1960s in response to legislative concern about unused classroom space. In light of recent state budget decisions, an advisory committee was appointed to examine the sources and uses of funds from the program. The committee's research, deliberations, and recommendations are reported here. The primary recommendation is that the CSU reimburse the state 22.4% of the gross revenues generated by the program each year. Appended materials, which comprise the bulk of the document, include memoranda from the CSU chancellor and executive vice chancellor, statistical tables containing data on program enrollment and finances, and related correspondence. (MSE)

ED 312 945 HE 023 002

Prepaid College Tuition and Savings Bond Programs. A Staff Report. Commission Report 88-45.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Dec 88

Note—20p.

Available from—California Postsecondary Education Commission, Third Floor, 1020 Twelfth St., Sacramento, CA 95814-3985.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Federal Government, Higher Education, *Money Management, National Surveys, *Program Effectiveness, State Programs, *Statewide Planning, Taxes, *Tuition

Identifiers—California, Florida, Illinois, Internal Revenue Service, Michigan, North Carolina, North Dakota, Paying For College, *Savings Bonds, *Tuition Savings Plans, Washington, Wyoming

Information is presented on the three prepaid tuition programs and four college savings bond programs currently in operation in the United States, and the fiscal issues involved in their implementation are summarized. The three prepaid tuition programs are in Michigan, Wyoming, and Florida. The characteristics of the three programs are outlined and charted for comparison. These characteristics include: adoption date; implementation date; residence requirement; inclusion of tuition, mandatory fees, room, and board; publicity; status in relation to financial aid (exemption); restrictions on use; and total invested to date. Other states' interpretation of the federal tax ruling for Michigan's program are noted, and comparisons are made between California's institutional tuition and fees and its higher education enrollment, by institution type and size, and the same factors in the three states implementing prepaid tuition programs. The four savings bond

programs examined are those of Illinois, North Carolina, North Dakota, and Washington. Similar characteristics are discussed for these programs, and similar enrollment and college cost comparisons are made between California and the four states. Conclusions are drawn about the risks, advantages, and problems associated with each program type and their appropriateness for California's situation. (MSE)

ED 312 946 HE 023 003

The Fourth Segment. Accredited Independent Postsecondary Education in California. The Fifth in a Series of Reports on the Financial Condition of California's Regionally Accredited Independent Colleges and Universities. Commission Report 88-40.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Dec 88

Note—26p.

Available from—California Postsecondary Education Commission, Third Floor, 1020 Twelfth St., Sacramento, CA 95814-3985.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Accreditation (Institutions), Comparative Analysis, *Economic Factors, *Economic Status, *Enrollment Trends, Expenditures, Higher Education, *Private Colleges, *Public Policy, Student Financial Aid, Trend Analysis

Identifiers—*California, Institutional Viability

A study of the financial condition of California's independent colleges and universities is reported. The study is based on financial data from a sample of 57 regionally accredited nonprofit independent higher education institutions in the state. Indicators show that enrollments in these institutions have generally held steady in recent years, their state-funded financial aid has increased, and their net revenues are positive. However, indications of financial stress are evident at many of them, including soft enrollment demand, decreases in instructional expenditures, and increases in institutional financial aid expenditures. To provide a policy context for interpretation of these data, the report reviews state policy issues affecting the independent sector and recommends a policy framework for future study of that sector. It is concluded that the role and contributions of independent institutions in meeting the state's policy goals should be integrated into all state postsecondary education planning, policy, and program review work. The legislative support language is appended. Contains 8 references. (MSE)

ED 312 947 HE 023 004

State Budget Priorities of the Commission, 1989.
Commission Report 89-7.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Mar 89

Note—15p.

Available from—California Postsecondary Education Commission, Third Floor, 1020 Twelfth St., Sacramento, CA 95814-3985.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Education, Basic Skills, *Budgets, Capital Outlay (for Fixed Assets), Community Colleges, Educational Change, English (Second Language), Enrollment Trends, *Higher Education, Public Policies, *Public Policy, *Resource Allocation, *Statewide Planning, Student Costs, Student Financial Aid

Identifiers—*California, Cost Containment

The California Postsecondary Education Commission adopted the following six priorities for the state budget for higher education during fiscal year 1989-90: (1) expanding funding for adult education programs in English as a second language and basic skills; (2) supporting enrollment growth in California's public universities; (3) implementing community college reforms mandated in recent state legislation; (4) expanding student financial assistance; (5) maintaining low fees for students in public higher education; and (6) funding capital outlay for needed construction, renovation, and repairs. These six priorities are based on existing Commission policy. For each priority, the issue, its context and conditions, and a specific recommendation are outlined. The recommended staff actions involve working with the Legislature, state Department of Finance, and the legislative analyst's office to secure

adequate funding for all six priority areas. (MSE)

ED 312 948 HE 023 005

Education Needs of California Firms for Trade in Pacific Rim Markets. Commission Report 88-43. California State Postsecondary Education Commission, Sacramento.

Pub Date—Dec 88

Note—22p.

Available from—California Postsecondary Education Commission, Third Floor, 1020 Twelfth St., Sacramento, CA 95814-3985.

Pub Type—Information Analyses (070)—Reports—Evaluative (142)—Tests/Questionnaires (160)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Agriculture, Athletics, Clothing, *Educational Needs, *Education Work Relationship, Electronics, Higher Education, *Industry, *International Trade, Job Applicants, Questionnaires, Specialization, *Statewide Planning

Identifiers—*California, *Pacific Rim

An exploratory survey of firms concerning their need for specialists for pursuing trade in Pacific Rim markets is reported. The industries surveyed include food and agriculture, sportswear and sports equipment, and applied electronics. After an introductory section explaining the origins and development of the survey, the report presents the major findings relating to current and planned business, current and needed expertise, and the supply of adequate job applicants in those industries. Implications of these findings for California's educational institutions, students, and public policy include these: (1) students of international business and Pacific Rim languages should not expect to find well-defined positions in these industries, but must demonstrate to each firm how they can help improve the firm's position or market attractiveness; (2) many small firms are unlikely to establish an entire position devoted to "secondary" market concerns, but will expect each employee to focus on their product; (3) contracting with consulting firms concerning foreign markets is common practice; (4) while many firms rely on either English or a founder's linguistic expertise, concern for foreign language skills is growing; and (5) statewide planning and coordination is needed to meet these needs. The informational survey is included. (MSE)

ED 312 949 HE 023 006

Kroll, Ronald C.
Analysis of the Enrollment Impact of Implementing an Academic Entrance Requirement at Practical Bible Training School.

Pub Date—Mar 89

Note—57p.; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses—Practicum Papers (043)—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Academic Standards, Admission Criteria, *Church Related Trends, *Enrollment Influences, Enrollment Trends, Higher Education, Open Enrollment, Private Colleges, Program Effectiveness

Identifiers—*Practical Bible Training School NY

In response to concern that open admissions was contributing to declining student preparation and institutional reputation, Practical Bible Training School, a small, private college, proposed new admission criteria: an American College Testing Service (ACT) score of 15, a Scholastic Aptitude Test (SAT) combined score of 700, or a 2.00 high school grade point average. For students showing promise but not satisfying these criteria, a special admissions category was also proposed. Because of concern that implementation of the new policy would reduce enrollment, a study was undertaken to compare the full-time-equivalency (FTE) enrollment from fall 1985 to spring 1989 with the FTE enrollment that would have existed had the proposed requirements been in effect during that period. Results indicate that 11 students would have been rejected under the proposed entrance requirements, but also that only one of these students passed sufficient courses to graduate or obtain the minimum grade point average for graduation. Five of the students attended for only one semester. Based on these findings, it is recommended that the college adopt the proposed entrance requirements. Contains 28 references. (MSE)

ED 312 950 HE 023 007

The Twentieth Campus. An Analysis of the California State University's Proposal To Establish a Full-Service Campus in the City of San Marcos in Northern San Diego County. Commission

Report 89-2.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Jan 89

Note—183p.

Available from—California Postsecondary Education Commission, Third Floor, 1020 Twelfth St., Sacramento, CA 95814-3985.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—*Campus Planning, *Facility Expansion, Higher Education, Master Plans, *Multicampus Colleges, Off Campus Facilities, Public Policy, *Site Development, *State Universities, Upper Division Colleges

Identifiers—*California (San Marcos), *California State University

The California State University's (CSU) proposal to convert its North County Center in San Marcos from a permanent upper division and off-campus graduate center to the 20th full-service campus of the system is analyzed. The evolution of the CSU plan for serving the residents of northern San Diego County is described, including development of this center and the current proposal to expand it to a campus. The response of the California Postsecondary Education Commission to the proposal is then reported, in light of both the commission's criteria for approving new campuses and current restrictions on use of the term "university" for the campus. Finally, the rationale for the commission's recommendations on the conversion and appropriations for master planning are explained. Recommendations include: (1) approval of the conversion, with lower-division students entering no earlier than fall 1995; (2) continuation of master planning for the campus without interruption, with sufficient funds appropriated; (3) continuation of existing capital outlay appropriations for the center; (4) revision of opening enrollment projections for the campus; and (5) repeal of education codes relating to the process by which individual campus names are changed from "college" to "university." Related planning documents are appended, including a 98-page feasibility report. Contains 11 references. (MSE)

ED 312 951 HE 023 008

Beyond Assessment. Enhancing the Learning and Development of California's Changing Student Population. Commission Report 88-41.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Dec 88

Note—59p.

Available from—California Postsecondary Education Commission, Third Floor, 1020 Twelfth St., Sacramento, CA 95814-3985.

Pub Type—Reports—Evaluative (142)—Opinion Papers (120)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Access to Education, Advisory Committees, *College Students, Educational Improvement, Equal Education, Evaluation Methods, Financial Support, Higher Education, *Incentives, Information Networks, Minority Groups, *Outcomes of Education, *Program Administration, Public Policy, State Legislation, State Programs, *Statewide Planning, Student Characteristics, *Student Development, Student Evaluation, Student Records, Talent Development, Teacher Education, Womens Education

Identifiers—*California

In response to legislative mandate, the California Postsecondary Education Commission developed options for improving students' learning and development in college, including funding approaches designed to support these options. The commission's report summarizes a previous, related report and traces the origins of the current report from it, describes the three major types of state incentive funding programs presently used in American higher education, discusses current thinking regarding talent development and value-added assessment of student gains in higher education, and outlines two major priorities for incentive funding in California: achievement of broad student access and success, and the recruitment of more women and ethnic minorities in teacher training. The commission's four recommendations include: (1) establishment of a state challenge grants program to support initiatives for improving teaching and learning, including development of institutional assessment plans; (2) a state challenge grants program to support initiatives for increasing underrepresented students in teacher education in the state at all levels; (3) development of appropriate criteria and mechanisms for effective

implementation, administration, and evaluation of the challenge grant programs; and (4) support for development of a statewide student information system to track individual students throughout their college experience and beyond. Related materials are appended, including a paper on higher education assessment in the United States and in California. Contains 25 references. (MSE)

ED 312 952 HE 023 009

O'Brien, Kenneth B.

Prospects for Accommodating Growth in Postsecondary Education to 2005. Report of the Executive Director to the California Postsecondary Education Commission, January 23, 1989. Commission Report 89-6.

California State Postsecondary Education Commission, Sacramento.

Pub Date—23 Jan 89

Note—19p.

Available from—California Postsecondary Education Commission, Third Floor, 1020 Twelfth St., Sacramento, CA 95814-3985.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Demography, Educational Change, *Educational Demand, Educational Policy, *Educational Supply, Elementary Secondary Education, *Enrollment Influences, Financial Support, *Long Range Planning, *Postsecondary Education, State Legislation, *Statewide Planning, Trend Analysis

Identifiers—*California

A report by the executive director of the California Postsecondary Education Commission addresses the state's capacity to accommodate demand for postsecondary enrollment through the beginning of the 21st century. The major population trends likely to occur in California during that period are outlined. The planning process now being coordinated between the Commission and the educational segments in the state are described, and the operational assumptions guiding this planning process are summarized. A profile of likely aggregate enrollment demand for elementary/secondary and postsecondary education is provided, and the funding needed to meet the demand is discussed. The effects of the state's current constitutional limitations on appropriation on the funding are also considered. Finally, some of the major planning issues the state should be prepared to address in the near future are briefly examined. Contains 7 references. (MSE)

ED 312 953 HE 023 010

Ontario Universities Benefits Survey, 1988-89.

Part I: Benefits Excluding Pension.

University of Western Ontario, London.

Spons Agency—Council of Ontario Universities, Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations, Toronto.

Report No.—COU-89-2; ISBN-0-88799-236-6

Pub Date—[89]

Note—174p.; For Part II, see HE 023 011.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Faculty, Day Care, Foreign Countries, *Fringe Benefits, Higher Education, Housing, Insurance, Leaves of Absence, Parking Facilities, *Personnel Policy, State Surveys, Tuition, Universities

Identifiers—*Maternity Benefits, *Noninstructional Staff, *Ontario

Institutional responses to a survey of Ontario universities concerning employee fringe benefits are reported. Each institution's treatment of these benefits issues is summarized or presented in chart form: general benefits questions (administration of insurance plans, communication of benefits information to employees, proposed benefit changes, provision of life and dismemberment insurance, maternity leave policy); Ontario health insurance; supplemental health insurance; long-term disability; sick-leave entitlement; sick-leave benefits continuance; long-term disability benefits continuance; life insurance; survivor benefit; dental plans; post-retirement benefits; vacation entitlement; sabbatical leave policies; housing loan (mortgage) policies; free tuition policies; parking policies; access to athletic facilities;

and day care. (MSE)

ED 312 954 HE 023 011
Ontario Universities Benefits Survey, 1988-89.

Part II: Pensions.
 University of Western Ontario, London.
 Spons Agency—Council of Ontario Universities,
 Toronto.; Ontario Association of University
 Personnel Administrators, Toronto.; Ontario Con-
 federation of University Faculty Associations,
 Toronto.

Report No.—COU-89-3; ISBN-0-88799-237-4

Pub Date—[89]

Note—56p; For Part I, see HE 023 010.

Available from—Council of Ontario Universities,
 130 St. George Street, Suite 8039, Toronto, On-
 tario M5S 2T4.

Pub Type—Reports - Research (143) - Numerical/
 Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available
from EDRS.

Descriptors—*College Faculty, Death, *Early Retirement,
 Eligibility, Financial Support, Foreign Countries,
 *Fringe Benefits, Higher Education, Money Management,
 *Personnel Policy, Program Design, *Retirement Benefits, State Surveys,
 Teacher Retirement, Universities

Identifiers—*Noninstructional Staff, *Ontario

Retirement benefits offered by Ontario's 17 universities to instructional and non-instructional staff are reported. Pension plans are summarized, and each institution's policy and practices are also presented separately. Information about plans includes type of plan, eligibility, member and university contributions, and benefits and standard options. It was found that there are nine defined benefit plans, eight money purchase plans with minimum guarantees, and one money purchase plan with no guarantees. For all plans, full-time academic and non-academic staff are eligible. In some, part-time staff are eligible. Length of compulsory participation varies. Member contribution rates also vary widely. In most plans, university contributions at least match member contributions but must also provide benefits accruing under the plan. In the remaining six plans, university contributions vary. In most plans, normal retirement is at age 65, with varying benefit amounts. Indexing policies are described briefly. The annuity is payable for life but guaranteed 60 months in 12 plans, payable for life but guaranteed 120 months in one plan, and payable for life only in three plans. Other options are available in all plans. Standard options include early retirement, termination, and death benefits before and after retirement, differing for each institution. (MSE)

ED 312 955 HE 023 012
Progress Report on CSU Outreach Programs.

California State Univ., Long Beach. Office of the Chancellor.

Pub Date—88

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, *Access to Education,
 *Admission Criteria, *College Preparation, Higher Education, Information Dissemination, *Outreach Programs, Parent Participation, Program Descriptions, *State Universities, Statewide Planning, *Student Recruitment
Identifiers—*California State University

The California State University's statewide outreach programs to improve student preparation and access are described. An introductory section explains the origins and evolution of the outreach program since 1985, when a report on underrepresentation of Hispanic students prompted expanded recruitment effort. The state university's systemwide outreach activities are outlined, including publications, educational videos for middle and senior high schools and community colleges, posters, outreach to parents, a parental involvement project, a calendar geared to Spanish-speaking parents, and conferences and newsletters. System outreach programs funded from the general fund or lottery are listed separately. They include: a college readiness program providing academic enrichment; the Mathematics, Engineering, and Science Achievement (MESA) recruitment program; special services to high schools, bringing university students into the schools to talk to prospective enrollees; the Step-to-College program waiving or reducing registration fees for promising students; the intersegmental California Academic Partnership Program funding curriculum projects and diagnostic testing; transfer centers; an Educational

Opportunity Programs transfer project; a program for associate-degree holders successful in vocations to return to college; Graduate Equity Fellowships; a forgivable loan/doctoral incentive plan; and a University of California/California State University pre-doctoral program. (MSE)

ED 312 956 HE 023 013
Alabama Student Grant Program. Tenth Annual Report, 1987-88 Academic Year.

Alabama State Commission on Higher Education, Montgomery.

Pub Date—89

Note—72p.

Available from—Alabama Commission on Higher Education, Suite 221, One Court Square, Montgomery, AL 36197-0001.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Eligibility, Geographic Distribution, *Grants, Higher Education, *Majors (Students), *Private Colleges, State Aid, State Programs, *Student Financial Aid
Identifiers—*Alabama

A report on the Alabama Student Grant Program, a state grant-in-aid program for Alabama residents attending certain independent institutions in the state, summarizes program history and activity, describes program eligibility requirements, indicates the institutional distribution of grants, and ranks the fields of study pursued by grant recipients. The distribution of grants among subject fields, including dollar totals and average grant amounts, is also tabulated separately for each of the 13 participating institutions. During the 1987-88 academic year, the number of grant recipients ranged from a low of 16 at one institution to a high of 1,337 at another. A majority of grant recipients majored in business administration (39%), general liberal arts and sciences (16.5%), or education (7.5%). About 5% majored in a technological or occupational program at the associate or sub-baccalaureate level. The proportion of recipients enrolled in a technical-health area more than doubled during this year. (MSE)

ED 312 957 HE 023 014
Interprovincial Comparisons of University Financing. Ninth Report of the Tripartite Committee on Interprovincial Comparisons.

Council of Ontario Universities, Toronto.; Ontario Council on University Affairs, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.

Pub Date—Aug 89

Note—60p.

Available from—Council of Ontario Universities,
 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4.

Pub Type—Reports - Descriptive (141) - Numerical/
 Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available
from EDRS.

Descriptors—Comparative Analysis, *Educational Finance, Enrollment, *Expenditure per Student, Family Income, Fees, *Financial Support, Foreign Countries, Higher Education, *Operating Expenses, *Resource Allocation, Student Financial Aid, *Universities
Identifiers—*Canada

Expenditures on universities by each of Canada's provinces are compared. An introductory section describes the project through which the study is undertaken, explains the indicators used, and discusses structural problems encountered in making comparisons. The central portion of the report is a tabulation of these indicators for each province and for Canada as a whole: provincial operating expenditures per student; provincial operating expenses per capita; provincial operating expenses plus fees per student; total operating income per student; provincial operating expenses plus student aid as a percentage of gross general expenditures; provincial operating expenses per \$1,000 of provincial personal income; and total university operating expenditures as a percentage of provincial gross domestic product. Appended materials include guidelines and definitions for the indicators used and financial and enrollment data for each province. (MSE)

ED 312 958 HE 023 015
Statistical Abstract: Higher Education in Alabama, 1988-89. Data and Reference Information on Alabama's Institutions of Higher Education.

Alabama State Commission on Higher Education, Montgomery.

Pub Date—Jun 89

Note—239p.

Available from—Alabama Commission on Higher Education, Suite 221, One Court Square, Montgomery, AL 36197-0001.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Allied Health Occupations Education, College Faculty, College Libraries, *Degrees (Academic), *Enrollment, Expenditures, *Higher Education, Income, In State Students, Library Materials, Library Personnel, Library Services, Majors (Students), Out of State Students, Private Colleges, Professional Education, Public Colleges, School Statistics, State Surveys, Statistical Data, *Student Characteristics, *Student Costs, Teacher Salaries, Technical Institutes, Two Year Colleges, Veterinary Medical Education
Identifiers—*Alabama

Data on aspects of Alabama's private and public higher education are presented, including current enrollment, first-time entering students, revenues and expenditures, tuition and required fees, average faculty salaries, degrees conferred, and libraries. Enrollment data are tabulated by general characteristics, fall enrollment trends since 1978, institution type (public, private, four-year, two-year, technical college, first professional health sciences, veterinary medicine), full- and part-time students, gender, racial composition, selected disciplines, and full-time-equivalencies. Many tables give data for each institution. Information on first-time students includes in-state and out-of-state enrollment of degree-seeking students in public four-year institutions. Revenue and expenditure data show trends since 1978-79 for public four-year, two-year, and technical institutions. Graphs and charts show information on in-state and out-of-state tuition and fees since 1985-86 for all public four-year, two-year, and technical institutions by degree level. Average faculty salaries are computed by gender and rank for four-year institutions and by gender in two-year and technical colleges. Degrees conferred at each level are charted and tabulated for recent years by field of study, gender, and sector. For libraries, personnel statistics, revenues and expenditures, library resources, and services and facilities are detailed by institution. (MSE)

ED 312 959 HE 023 017
Polishook, Irwin H. Naples, Caesar J.

Governance: Senates and Unions.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Pub Date—Oct 89

Note—10p; Papers presented at an Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (17th, New York, NY, April 1989).

Journal Cit—Newsletter of the National Center for the Study of Collective Bargaining in Higher Education and the Professions; v17 n3 Sep-Oct 1989

Pub Type—Collected Works - Serials (022) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available
from EDRS.

Descriptors—*Collective Bargaining, *College Faculty, *College Governing Councils, Court Litigation, *Faculty College Relationship, Higher Education, State Legislation, *Unions

Identifiers—American Association of University Professors, California, California State University, City University of New York, Fordham University, NY, National Labor Relations Board v Yeshiva Univ.

Edited versions of two conference papers are presented. The first paper, "The Debate Over Academic Unions and Faculty Governance," by Irwin H. Polishook, discusses why the concept of collective bargaining continues to be a significant issue in academe and is considered to be incompatible with faculty governance. It examines the union experiences at the City University of New York and Fordham University, the American Association of University Professors' perspective, and the shared governance issue arising in the 1980 Yeshiva University litigation (National Labor Relations Board vs. Yeshiva University). The second paper, "Senates and Unions," by Caesar J. Naples, addresses early predictions that the advent of collective bargaining meant the end of faculty governance. It covers the concept and reality of shared governance, particularly in the California model and in the evolution of the California State University tripartite process of governance. The two papers contain 12 references. (MSE)

ED 312 960 HE 023 018

From: John W. Paugh, Ronald
Student Perceptions of the Relative Importance of Selected Attributes of an Institution of Higher Education: A Conjoint Approach.

Pub Date—Oct 89

Note—33p; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (11th, Chicago, IL, October 18-21, 1989).

Pub Type—Reports - Research (143) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Choice, *College Environment, College Freshmen, Dormitories, Educational Quality, Higher Education, *Institutional Characteristics, Institutional Research, Private Colleges, Questionnaires, Reputation, Research Methodology, School Surveys, Statistical Analysis, *Student Attitudes, *Student Financial Aid, Teacher Student Relationship

Identifiers—*Ashland University OH, Conjoint Measurement

A study investigated the relative importance of certain college attributes to the freshmen of Ashland University, a small, private university in Ohio. Five institutional characteristics were examined: availability and variety of financial aid, dorm life (living conditions and food quality), quality of education (quality of teaching, career relevance of the curriculum, and overall institutional reputation), student-faculty relationships and interaction (availability of faculty to students, faculty promotion of student development, and degree of faculty advice given to students on personal as well as academic matters), and campus social life. Conjoint analyses were conducted on the completed survey forms of 295 freshmen out of 318 administered the questionnaire. The student sample was segmented by gender participation or nonparticipation in sports, and degree of parental influence in college choice. Financial aid and quality of dorm life were the found to be the most important attributes overall, with educational quality, social life, and student faculty relationships rated in declining order of importance. Varying attribute rankings were found for the different student segments, with financial aid ranking first most often. Implications for college administration and future research are discussed. The questionnaire is appended. Contains 19 references. (MSE)

ED 312 961 HE 023 019

From: John W. Newman, Isadore
Conjoint Analysis: A Study of the Effects of Using Person Variables.

Pub Date—Oct 89

Note—31p; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (11th, Chicago, IL, October 18-21, 1989).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Choice, Higher Education, *Individual Characteristics, *Institutional Characteristics, Institutional Research, Questionnaires, *Regression (Statistics), Research Methodology, Statistical Analysis, Student Attitudes

Identifiers—*Ashland University OH, Conjoint Measurement

Three statistical techniques—conjoint analysis, a multiple linear regression model, and a multiple linear regression model with a surrogate person variable—were used to estimate the relative importance of five university attributes for students in the process of selecting a college. The five attributes include: availability and variety of financial aid, dorm life (living conditions and food quality), quality of education (quality of teaching, career relevance of the curriculum, and overall institutional reputation), student-faculty relationships and interaction (availability of faculty to students, faculty promotion of student development, and degree of faculty advice given to students on personal as well as academic matters), and campus social life. Comparison of the results of the three techniques showed that all three produced identical estimates of the relative importance of the five attributes, but the multiple linear regression model with a surrogate person variable produced the highest correlation between observed and predicted ratings for the hypothetical universities not included in the estimating procedures. The

questionnaire is appended. Contains 16 references. (MSE)

ED 312 962 HE 023 020

Morrison, James L.
The Alternative Futures Approach to Planning: Implications for Institutional Research Offices.

Pub Date—Aug 89

Note—29p; Paper presented at the Annual Meeting of the European Association for Institutional Research (Trier, West Germany, August 27-30, 1989).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Policy, Affirmative Action, Case Studies, *College Planning, *Decision Making, Futures (of Society), Higher Education, *Institutional Research, *Long Range Planning, Policy Formation, *Prediction, *Research Methodology

Identifiers—*Alternative Futures, Environmental Scanning, Strategic Planning

A method for college planning using alternative futures scenarios is explained, and a case study is used to illustrate its use in institutional research. The alternative futures approach addresses the uncertainty associated with strategic decision making. It differs from the traditional long-range planning models based on a single set of environmental assumptions about the future by recognizing that the future is subject to modification by a wide range of possible events with some probability of occurrence. In the model, the issues or concerns that may require attention are identified through environmental scanning, and defined in terms of trends or events. Univariate forecasts of trends and events are generated and interrelated through cross-impact analysis. The most likely future is written in scenario format, and alternative scenarios are generated by computer from the cross-impact matrix. In turn, these scenarios stimulate development of appropriate policies, which are analyzed for their robustness across scenarios. The purpose of the exercise is to produce a final list of policies that effectively address the issues and concerns initially identified. These policies are then implemented in action plans. The case study concerns planning for an affirmative action program. Contains 190 references. (MSE)

ED 312 963 HE 023 022

The Condition of the Professoriate: Attitudes and Trends, 1989.

Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

Pub Date—89

Note—162p.

Available from—Princeton University Press, 3175 Princeton Pike, Lawrenceville, New Jersey, 08648 (\$12.00).

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, Age Differences, College Environment, *College Faculty, *College Instruction, *College Students, Educational Objectives, Employment Practices, Faculty College Relationship, Faculty Workload, Governance, Higher Education, Institutional Characteristics, Intellectual Disciplines, National Surveys, Research, Sex Differences, Student Characteristics, *Teacher Attitudes, Teacher Characteristics, Teacher Role, *Teaching (Occupation), Trend Analysis

Identifiers—Faculty Research
 Results of the fourth annual survey of over 5,000 college faculty in all types of higher education institutions are reported. The information gathered is organized in eight categories: the goals of collegiate education; academic standards; attitudes about student life; teaching, research, and service; the status of the profession; views of the institution; participation in decision making; and general observations. Following an introductory narrative summary, results are presented in 104 tables within those categories. Data are arrayed by faculty age, gender, professional discipline, and institution type. Three major issues are identified: (1) some optimism but also great concern about aspects of academic quality, particularly the quality of students; (2) conflict between faculty interest in teaching and requirements for published research; and (3) respect for the institution and their role in it, but concern about institutional administration. The 1987 Carnegie

classification of colleges and universities is appended, along with technical notes. (MSE)

ED 312 964 HE 023 023

Status Report on Human Corps Activities, 1989.

Report 89-9.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Mar 89

Note—151p; The second in a series of five annual reports to the legislature in response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987).

Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—College Students, *Community Services, Educational Cooperation, Extracurricular Activities, Higher Education, *Institutional Cooperation, Master Plans, Public Colleges, *Public Policy, *Public Service, Regional Planning, *State Legislation, State Programs, State Surveys, State Universities, Statewide Planning, *Student Volunteers

Identifiers—*California, California State University, *Human Corps Programs, University of California

This report to the California legislature describes the steps that the university and state university are taking to implement the state-mandated Human Corps programs of volunteer community service by college students. Information is provided on University of California and California State University activities. The Human Corps organization is still in a developmental stage at both the university and state university. Both segments are following through with their plans to facilitate exchange of information and ideas between campuses, as evidenced by the systemwide and regional meetings that took place the past fall. Both segments intend to sponsor meetings annually. They also have worked cooperatively through their participation in California Compact, an organization that seeks to promote student community service. An appendix provides Assembly Bill 1820 (Vasconcellos, 1987). Attachments, which make up the greater part of the document, include reports of both the University of California and the California State University. (SM)

ED 312 965 HE 023 024

A Further Review of the California State University's Contra Costa Center. Commission Report 89-9.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Mar 89

Note—219p.

Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Access to Education, College Planning, Disadvantaged, Educational Policy, *Extension Education, Higher Education, *Off Campus Facilities, *Public Policy, Regional Planning, *State Universities, Statewide Planning, Student Transportation

Identifiers—*California State University, *Environmental Impact

A follow-up report on the California State University's Contra Costa Center, a proposed permanent off-campus center, is presented. The California Postsecondary Education Commission approved the original proposal in 1987, contingent on finding solutions to concerns about transportation access and services to disadvantaged students. The university offers the following: the environmental impact report, a private transportation study, the state university's transportation plan, the plan to serve disadvantaged students, and the question of alternatives. Other actions by the state university and the issue of a full-service campus are addressed. The Commissioners conclude the following: the need for such a campus has been demonstrated beyond any reasonable doubt; a permanent center is preferable to other alternatives; and transportation problems are being handled as efficiently as possible. Among the four recommendations are the Commission's approval of this center and the university's need to periodically report to the Commission its positive steps to alleviate the transportation problems. Eight appendices comprise the greater part of the document.

ment and include: letters responding to notice of preparation for environmental impact report; responses to draft environmental impact report; residences of surveyed students attending Pleasant Hill Center; transportation planning; service to disadvantaged students; alternatives to proposed project; response to request regarding project; and letters and relevant memoranda. Includes 6 displays. (SM)

ED 312 966 HE 023 025

Faculty Salaries in California's Public Universities, 1989-90. A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1985). Commission Report 89-11.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Mar 89

Note—54p; Best copy available.

Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).

Pub Type—Reports—Descriptive (141)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*College Faculty, Educational Finance, Educational Planning, Educational Policy, Higher Education, Law Schools, *Public Colleges, *Public Policy, State Legislation, *State Universities, Statewide Planning, *Teacher Salaries

Identifiers—*California, California State University, University of California

This annual report presents an analysis of faculty salaries at the University of California (UC) and California State University (CSU) for the 1989-90 academic year. An introductory section presents the rationale for the reports and its conclusions. Section 2, "Origins of Methods of Analysis," is concerned with the history of faculty salary reports, change in content and methodology, and the issue of law school faculty salaries. Section 3 is titled "Projected Salaries Required for Parity at California's Public Universities" (UC and CSU). It is estimated that for 1989-90, UC faculty members will require an average salary increase of 4.7% to bring them to the mean of their comparison group, and CSU salary increases of 4.81% are needed. Appended are: (1) Senate Concurrent Resolution No. 51, 1965 General Session, relative to academic salaries and welfare benefits; (2) methods for calculating salary and fringe benefit comparisons, 1985-86 to 1994-95; (3) House Resolution No. 250, 1964 First Extraordinary Session, relative to the economic welfare of the California public institutions of higher education; (4) a recommended method for reporting to the legislature on faculty salaries and other benefits; and (5) related letters with statistics. Displays are included. Contains 5 references. (SM)

ED 312 967 HE 023 027

Woolfolk, Kevin. Analysis of the Governor's Proposed 1989-90 Budget. A Staff Report to the California Postsecondary Education Commission. Commission Report 89-14.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Mar 89

Note—26p.

Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Budgets, Capital Outlay (for Fixed Assets), College Faculty, Community Colleges, Educational Economics, *Educational Finance, Educational Planning, Educational Policy, Financial Needs, Full State Funding, *Higher Education, *Public Policy, State Aid, State Universities, *Statewide Planning, Teacher Salaries

Identifiers—*California, California Community Colleges, California State University, State Governors, University of California

A staff report to the California Postsecondary Education Commission analyzes the California governor's 1989-90 budget and describes provisions for postsecondary education. Topics of the report are: factors constraining the budget; proposed educational expenditures (for public school expenditures, University of California, California State University, California Community Colleges, Hastings College of the Law and the California Maritime Academy, and California Student Aid Commis-

sion); higher education capital outlay; and faculty salaries. It is concluded that: the budget proposes an increase in general fund support of 4.0%, 8.6%, 8.3%, and 0.8% for the University of California, California State University, California Community Colleges, and the Student Aid Commission respectively; there appear to be basic structural flaws in the way the state generates funds to pay for the programs and services it provides; and because the state has only one short-term option, cutting programs for balancing the budget, the debate over funding priorities are particularly intense this year. An appendix presents legislative testimony by Kenneth B. O'Brien, "The 1989-90 California State Budget and Postsecondary Education." Displays are included. (SM)

ED 312 968 HE 023 028

Knutson, Kirk L.

Planning Our Future. A Staff Background Paper on Long-Range Enrollment and Facilities Planning in California Public Higher Education. Commission Report 89-15.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Apr 89

Note—81p.

Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Budgets, Capital Outlay (for Fixed Assets), Community Colleges, Demography, Educational Demand, Educational Finance, Educational Planning, *Educational Policy, Educational Supply, *Enrollment Projections, Enrollment Trends, *Facility Planning, *Higher Education, *Long Range Planning, Public Policy, State Aid, State Boards of Education, State Universities, *Statewide Planning

Identifiers—*California, California Community Colleges, California State University, University of California

A background paper on long-range enrollment and facilities planning in California's public segments of higher education is designed to: (1) establish a policy framework within which the Postsecondary Education Commission can examine and assess the planning processes of the segments; and (2) describe the processes, identifying major differences among the segments for short-term enrollment planning as utilized for the annual state budgeting process, long-range enrollment planning as utilized for state capital outlay and institutional long-range planning purposes, and ongoing capital outlay planning. Major sections take up the following topics: a policy context for the Commission's planning priorities; enrollment projections through 2020; long-range enrollment projections (background, recent projections, demography, and enrollment projection methodologies); segmental enrollment planning (California Community Colleges, California State University, and University of California); capital outlay planning; and state budgeting (e.g., power of the executive, workload formulae, and the state capital outlay process). Conclusions are offered regarding long-range planning activities of the segments, enrollment planning, capital outlay planning, and state budget and capital outlay approval. Nine appendices focus on such topics as: differences in mission and size among the three public segments; methodology for projecting population for California by race/ethnicity with age/sex detail 1980-2020; and kindergarten through 12th grade enrollment and high school graduation projections conducted by the demographic research unit. (SM)

ED 312 969 HE 023 029

Standardized Tests Used for Higher Education Admission and Placement in California during 1988. The Fourth in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984). Report 89-16.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Apr 89

Note—113p.

Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Academic Ability, *Access to Education, Admission Criteria, Aptitude Tests, *College Admission, *College Entrance Examinations, Educational Planning, Educational Policy, Graduate Study, Higher Education, Professional Education, Public Policy, *Standardized Tests, State Legislation, State Universities, Statewide Planning, *Student Placement

Identifiers—*California, California State University, University of California

California law requires sponsors of standardized tests used for admission or placement purposes in higher education to report certain data annually. Data on each of the 10 batteries of standardized tests affected by the law in 1987-88 are reported, and mean test scores are displayed for students nationally and in California if those averages are available. Two sections present information about two categories of tests: (1) tests used for college admission, placement, and financial awards (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test; Scholastic Aptitude and College Board Achievement Tests, American College Test, Advanced Placement Examinations; and Test of English as a Foreign Language); and (2) tests used by graduate and professional schools (Graduate Record Examinations; Graduate Management Admission Test; Law School Admission Test, and Medical College Admission Test). Appended are: Senate Bill 1758 (1984) and test sponsor materials for the above-listed tests which comprise about two-thirds of the document. Contains 38 references. (SM)

ED 312 970 HE 023 030

Mandatory Statewide Student Fees in California's Public Four-Year Colleges and Universities. Report of the Sunset Review Committee on Statewide Student Fee Policy under Senate Bill 195 (1985). Report 89-19.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Apr 89

Note—33p.

Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—College Students, Educational Legislation, Educational Policy, *Fees, Higher Education, Law Schools, *Public Colleges, *Public Policy, *State Action, State Legislation, *State Universities, Statewide Planning, *Student Costs, Student Financial Aid, Tuition

Identifiers—*California, California State University, University of California

The Student Fee Sunset Review Committee's recommendation to the California legislature regarding revisions to and extension of the existing student fee legislation originally enacted in 1985 is presented. The committee continues to support the fee policy as well as the proposed changes in fee legislation that it recommends. Part I covers California's tradition of low fees, origins of the 1985 fee policy review, creation and outcomes of the 1985 fee policy committee, and implementation of the fee policy. Part 2 offers conclusions regarding the following: ensuring parity of fees; increases at Hastings College of Law and the University of California; ensuring parity between university and state university fee increases; the issue of including the California Maritime Academy; the issue of excluding appropriated revenues and payments on debt service from the base calculations; permitting changes in the base for indexing fee increases; ensuring adequate consultation with students; ensuring adequate financial aid; lowering the 10% maximum annual increase; making "buy-outs" explicit; clarifying the frequency of the maximum increases/decreases; allowing for student consultation; and mandating future sunsets. Three appendices include Senate Bill 195 (1985); proposed amendments to Senate Bill 195; and a relevant letter to the California state senator. Contains 3 references. (SM)

ED 312 971 HE 023 033

State Policy Guidelines for Adjusting Nonresident Tuition at California's Public Colleges and Universities. Report of the Advisory Committee on Nonresident Tuition Policies under Senate Concurrent Resolution 69. Report 89-20.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Jun 89

Note—43p.

Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Community Colleges, Comparative Analysis, Educational Finance, Educational Planning, Educational Policy, Higher Education, *Out of State Students, Peer Institutions, *Public Colleges, *Public Policy, State Legislation, State Universities, *Statewide Planning, Student Costs, *Tuition

Identifiers—*California, California Community Colleges, California State University, University of California

Due to concerns about increases in nonresident tuition levels, lack of a state policy for nonresident tuition, and the fact that nonresident tuition was higher at California State University (CSU) in 1986-87 and 1987-88 than at the University of California (UC), the California legislature requested the Postsecondary Education Commission to recommend a long-term nonresident tuition policy for public colleges and universities. The discussions and findings are in three sections: nonresident tuition in California; nonresident tuition in other states; and recommendations for state policy guidelines for nonresident tuition. Part 1 "Nonresident Tuition in California," covers UC, CSU, California Community Colleges, segments comparisons, and California residency requirements. Part 2, "Nonresident Tuition in Other States," covers the methodology of selecting comparison institutions, level of fees, methodologies used for adjusting nonresident tuition levels, and residency requirements. In part 3, recommendations cover the following: context for policy, need for comparability among the differing nonresident methodologies, California nonresident charges compared with those charged by comparable institutions nationally, nonresident methodologies and their compatibility with the state's resident fee policy, need for revision of California's residency requirements, and differential fee levels for professional students in high-cost disciplines. Four appendices offer the text of Senate Concurrent Resolution 69 and information about the following: 1988-89 tuition and fees, UC and 23 other institutions; community college students who are or may be exempted from paying nonresident tuition; and exceptions to the general residency rule. (SM)

ED 312 972

HE 023 034

State Oversight of Postsecondary Education. Three Reports on California's Licensure of Private Institutions and Reliance on Non-Governmental Accreditation. Commission Report 89-21.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Jun 89

Note—202p.

Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Standards, *Accreditation (Institutions), *Certification, Educational Planning, Educational Policy, Educational Quality, Higher Education, *Private Colleges, *Public Policy, *Quality Control, State Action, State Legislation, *State Standards, Statewide Planning

Identifiers—*California, Diploma Mills

Three reports on the state's licensure of private institutions and reliance on non-governmental accreditation are presented. They include: (1) Recommendations for Revising the Private Postsecondary Education Act of 1977 (the Private Postsecondary Education enterprise, findings of the California Postsecondary Education Commission's two previous reports, and a policy framework for state oversight of private postsecondary education); (2) The State's Reliance on Non-Governmental Accreditation (findings and policy guidelines, impetus for the study, nature and limitations of accreditation, state reliance on accreditation, and state oversight and non-governmental accreditation); and (3) Protecting the Integrity of California Degrees: The Role of California's Postsecondary Education Act of 1977 in Educational Quality Control (findings, origins of today's law, importance of the law, and implementation of the law). Tables are included. Contains 68 references. (SM)

ED 312 973

HE 023 035

Revisions to the Commission's Faculty Salary Methodology For the California State University. A Report of the California Postsecondary Education Committee. Report 89-22.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Jun 89

Note—15p.

Available from—Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Compensation (Remuneration), Educational Finance, Educational Planning, Educational Policy, Higher Education, Law Schools, Methods, *Public Policy, State Boards of Education, State Universities, Statewide Planning, *Teacher Salaries

Identifiers—*California, California State University Supplemental Budget Language to the 1988-89 Budget Act directed the California Postsecondary Education Commission to convene its salary methodology advisory committee in order to evaluate whether the estimated average salaries at California State University's (CSU's) comparison institutions should be adjusted for the full effect, rather than the existing partial effect, of their law school faculty. The Commission was also asked to determine the appropriateness of continuing to include law school faculty from comparison institutions when computing the annual parity figure for CSU faculty. Several sections are as follows: reasons for proposed revision; previous changes in the Commission's methodology for computing faculty salaries; the issue of law faculty and CSU's methodology; impact of law school faculty on the parity figure; options and recommendation of the advisory committee; existing criteria for selecting comparison institutions; and special criteria for selecting non-comparison institutions. An appendix discusses state university faculty salary methodology. Contains 3 references. (SM)

ED 312 974

HE 023 037

Baskett, H. K.

Knowledge Utilization in Social Work Practice: Implications for Education and Staff Development.

Pub Date—Jun 89

Note—11p; Paper presented at the Meeting of the Canadian Association of Schools of Social Work (Quebec City, Canada, June 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, College Graduates, Educational Background, Educational Improvement, *Education Work Relationship, Foreign Countries, *Information Utilization, *Knowledge Level, *Outcomes of Education, Postsecondary Education, Professional Education, *Social Work, Social Workers, Staff Development

Questions are raised about conventional notions of social work education by introducing field-derived data of how social workers use knowledge in everyday worklife, particularly in the field. Two typical social work units (public and private) totaling 24 social workers were the main foci for data collection, and additional subjects and social work units were sampled. Data collection methods included observations, participant observation, structured and unstructured interviewing, and use of archival materials. Six different but overlapping types of knowledge were distinguished, and seven sources or agents were found to be instrumental in the creation of useable practice knowledge and understanding. The six types of knowledge covered: resources and how to get them; subtypes and how to access them; how to get knowledge; self-knowledge and how one learns; formal knowledge; and coping knowledge. It is apparent that some types of practical knowledge are not recognized as legitimate knowledge. The interaction between kinds of knowledge and agents of knowledge development suggests that a new model of teaching needs to be considered. Much learning of social work practice occurs in unplanned situations that are not organized for the purpose of learning. Present educational approaches need to be supplemented with some alternatives (e.g., developing and improving the field-based learning or practice that schools of social work already incorporate into their program

designs). Contains 9 references. (SM)

ED 312 975

HE 023 038

Sammons, Shirley F. Henderson, David L. Nontraditional College Students and Grade Point

Averages.

Pub Date—Aug 89

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, Comparative Analysis, *Grade Point Average, Higher Education, Institutional Research, *Nontraditional Students, *Student Characteristics, Undergraduate Students

Identifiers—Sam Houston State University TX

Information is presented from a study examining the characteristics of Sam Houston State University (SHSU) undergraduate students with respect to their age and grade point average (GPA). It was hypothesized that there was no significant difference between the GPAs of traditional and nontraditional students at SHSU. The 398 individual subjects were drawn from the population by systematic sample of the 1988 fall semester roster. Study results rejected the hypothesis because the nontraditional students made significantly higher GPA (2.95 versus 2.54) than the traditional students. There was a significant correlation between age and GPA. This could give rise to the possibility that the findings could be generalized to other institutions. If other studies support these findings, it may provide some insight into the academic needs of and changes for nontraditional students. Tables are included. Contains 5 references. (SM)

ED 312 976

HE 023 039

Fiske, Edward B. And Others

The Flake Guide to Colleges 1989.

Report No.—ISBN-0-8129-1732-4

Pub Date—88

Note—792p.

Available from—Times Books (subsidiary of Random House, Inc.), 201 E. 50th Street, New York, NY 10022 (\$10.95).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors—Access to Education, College Bound Students, *College Choice, College Environment, Decision Making, Higher Education, *Institutional Characteristics, Reputation, School Demography

A college guide provides prospective students various facts about life on and off campus at almost 300 U.S. colleges. It is designed to help the student make the most intelligent educational investment possible. It is selective, covering some of the best and most interesting institutions in the nation, providing written essays about them. Each write-up covers specific topics in roughly the same order (academics, student body, financial aid, housing, food, social life, and extracurricular activities). Statistics are included for location, total enrollment, undergraduates, sex, Scholastic Aptitude Test Score ranges, financial aid, expenses, Phi Beta Kappa, applicants, accepted, enrolled, graduated in 5 years, social life, quality of life, and admissions. A new feature called "If You Apply..." at the end of each write-up is aimed at students who become seriously interested in a particular college and want to know more specifics about what it takes to get in. The colleges are listed alphabetically and cross-referenced. An index by price is also included. A list of some of the largest and most established consortia is provided. (SM)

ED 312 977

HE 023 040

Bach, Rebecca A. Ed. And Others

College Admissions Index of Majors & Sports

1989/90.

Report No.—ISBN-0-933510-94-4

Pub Date—89

Note—444p; For related document, see HE 023 041.

Available from—Orchard House, Inc., 112 Bells Hill Road, Concord, MA 01742 (\$25.00 plus \$2.00 shipping and handling).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors—Admissions Counseling, College Admission, *College Athletics, *College Choice, Continuing Education, Decision Making, Educational Supply, Higher Education, Institutional Characteristics, Intercollegiate Cooperation, *Majors (Students), Scholarships, School Demog-

raphy, School Statistics

A guide is presented as a companion to the "College Admissions Data Handbook," which helps counselors, parents, college-bound high school students, and continuing education students choose a school that best serves the student's resources and needs. This guide allows the user to identify colleges that offer academic programs and intercollegiate sports in special areas of interest. The availability of athletic scholarships is indicated. Each school's majors are listed exactly as given by the institutions themselves, and in all, roughly 6,000 majors titles are listed. The majors are divided into approximately 300 categories adapted from the categorization of baccalaureate programs. There are also 460 different sports titles grouped under 38 headings. Tuition range and religious affiliation are provided. Both majors and sports indexes are organized alphabetically, first by category, then state, and institution. The index of majors categories includes: animal sciences; arts and architecture; communications; computer science; education; health sciences and services; language and literature; public affairs and the law; and religion and philosophy. (SM)

ED 312 978 HE 023 041

Basch, Rebecca A. Ed. Meyer, Linnea, Ed.

College Admissions Data Handbook 1989-90.

Northeast [and] Southeast [and] West [and]

Midwest.

Report No.—ISBN-0-933510-88-5; ISBN-0-

933510-89-3; ISBN-0-933510-90-1; ISBN-0-

933510-91-X

Pub Date—89

Note—3,151p; For related document, see HE 023

040.

Available from—Orchard House, Inc., 112 Balls

Hill Road, Concord, MA 01742. (\$165.00 plus

\$6.00 postage for 4-volume set; bound national

set—ISBN-0-933510-92-8; looseleaf national set

—ISBN-0-933510-93-6).

Pub Type—Guides—Non-Classroom (055) — Reference

Materials—Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors—Admissions; Counseling. *College

Admission, Decision Making, Higher Education, *Insti-

tutional Characteristics, School Demography, School Statistics

Identifiers—Canada, Europe (West), Mexico,

United States (Midwest), United States (North-

east), United States (Southeast), United States

(West)

Information on four-year accredited institutions

of higher education is presented in four volumes in

an early retrievable format to cover the regions of

the United States: the northeast, southeast, west,

and midwest. It is designed to help counselors, par-

ents, college-bound students, and continuing educa-

tion students choose a school that best serves the

student's resources and needs. It describes 1558

accredited colleges and universities in the United

States (including Guam, the Virgin Islands, and

Puerto Rico), Canada, Mexico, and Western Eu-

rope. A map of the U.S. and Canada is printed on

the back cover of each volume. U.S.-accredited Eu-

ropean institutions are found in the "Northeast"

volume, and Mexican institutions are found in the

"West" volume. Within each regional volume the

college descriptions are arranged alphabetically by

official college name. At the beginning of each vol-

ume is a regional table of contents listing the col-

leges within that volume. There is also a regional

index listing each college within the volume al-

phabetically by state. Descriptions offer information

on enrollment, college address, form of control, ad-

missions policies, financial facts, academic and ex-

tracurricular offerings, regulations, environment, and

academic calendar. (SM)

ED 312 979 HE 023 042

Levine, Arthur And Others

Shaping Higher Education's Future. Demographic

Realities and Opportunities 1990-2000.

Report No.—ISBN-1-55542-191-1

Pub Date—89

Note—210p.

Available from—Jossey-Bass, Inc., Publishers, P.O.

Box 44305, San Francisco, CA 94144-4305

(\$22.95).

Pub Type—Books (010) — Reports — Descriptive

(14)

Document Not Available from EDRS.

Descriptors—Adult Students, Asian Americans,

Blacks, *College Students, *Demography, Educa-

tional Demand, Educational Planning, Educa-

tional Supply, Enrollment Projections, *Futures (of Society), *Higher Education, Hispanic Americans, *Minority Groups, Nontraditional Students, Public Policy, Student Needs

Identifiers—*Diversity (Student)

A comprehensive picture of the student body of the 1990s is presented with specific recommendations to higher education policymakers, faculty, and administrators for meeting the needs of this increasingly diverse student population. It minimizes the emphasis on long-term projections and focuses on the years 1989-2000. Chapters are written by scholars who have achieved a reputation for studying particular populations. Nine chapters in two main sections are presented by "Introduction: A Time of Uncertainty" (Arthur Levine). The first section, "Demographic Changes Ahead for Higher Education" presents: "Traditional College-Age Students" (Lewis C. Solomon), "Hispanics" (Gary Orfield), "Blacks" (Gail E. Thomas and Deborah J. Hirsch), "Asians" (Bob H. Suzuki), and "Older Students" (William F. Brazziel). The second section, "Thinking Realistically about Demographic Projections and Planning" presents: "Demography Is Not Destiny in Higher Education" (Richard A. Easterlin) and "Uses and Misuses of Demographic Projections: Lessons for the 1990s" (Carol Frances). "Conclusions and Recommendations: Creating a Brighter Educational Future" (Arthur Levine) brings the collection to a close. (SM)

ED 312 980 HE 023 043

Zikopoulos, Marianthi, Ed.

Profiles 1987-88. Detailed Analyses of the Foreign

Student Population.

Institute of International Education, New York,

N.Y.

Spons Agency—United States Information Agency,

Washington, D. C.

Report No.—ISBN-87206-177-9

Pub Date—89

Note—204p; Assisted by the International Educa-

tion Data Collection Committee.

Available from—Institute of International Educa-

tion, 809 United Nations Plaza, New York, NY

10017 (\$32.95).

Pub Type—Numerical/Quantitative Data (110) —

Reports — Research (143) — Tests/Questionnaires

(160)

EDRS Price — MF01/PC09 Plus Postage.

Descriptors—*College Students, Demography, Educa-

tional Attainment, Educational Policy, *For-

eign Students, Geographic Location, Graduate

Students, Higher Education, Majors (Students),

Minority Groups, National Surveys, *Student

Characteristics, Undergraduate Students

Detailed, indepth information is provided on the

characteristics of individual foreign students to

complement the annual report "Open Doors,"

which reports data on single characteristics of the

foreign student population. Data are provided about

subgroups of the foreign student population (e.g.,

the proportion of graduates versus undergraduates

from a specific country, and the home country or

world region of foreign students attending schools

in California). Data were drawn from a biennial

survey of all regionally accredited two- and four-year

U.S. institutions of higher education listed in the

"HEP 1988 Higher Education Directory." Three

chapters are as follows: (1) "Profiles Data" (meth-

odology and data characteristics, organization, and

availability of special reports); (2) "Foreign Student

Characteristics by World Regions and Places of Ori-

gin" (African, Asian, European, Latin American,

Middle Eastern, North American, and Oceanian

students); and (3) "Foreign Students within U.S.

Regions, Academic Levels, and Fields of Study"

(geographic destinations, and educational destina-

tions, including academic level and field of study).

Six appendices provide: detailed cross-tabulations;

step 2/step 3 comparisons (i.e., comparisons of

"Open Doors" and "Profiles" data); selected char-

acteristics of foreign students by country or other

place, subregion, and world region or fields

of study; countries and world places within world

regions and subregions; and 1987/88 individual

data (step 3) survey materials. (SM)

ED 312 981 HE 023 044

Chandler, Alice

Obligation or Opportunity. Foreign Student Policy

in Six Major Receiving Countries. IEE

Research Report Number 18.

Institute of International Education, New York,

N.Y.

Spons Agency—EXXON Education Foundation,

New York, N.Y.; Japan - U.S. Friendship Com-

mission, Washington, D.C.

Report No.—ISBN-87206-178-7

Pub Date—Aug 89

Note—144p.

Available from—Institute of International Educa-

tion, 809 United Nations Plaza, New York, NY

10017-3580 (\$4.00).

Pub Type—Reports — Research (143) — Books

(010)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Access to Education, Change Strate-

gies, College Admission, Costs, Demography, Educa-

tional Finance, *Educational Policy, *Enroll-

ment Trends, Foreign Countries, *Foreign

Students, Geographic Location, Higher Educa-

tion, International Educational Exchange, Private

Colleges, *Student Characteristics, Student Fi-

nancial Aid, Student Recruitment, *Study

Abroad

Identifiers—Australia, Canada, France, Great Brit-

ain, Japan, West Germany

Foreign student policy in six major receiving

countries (Great Britain, France, Germany, Japan,

Australia, and Canada) is presented. For each coun-

try considered, information is given on the follow-

ing: (1) background; (2) recent developments; (3)

enrollments and enrollment trends (enrollment by

country of origin, distribution by level and sector,

distribution by discipline, socioeconomic back-

ground and personal characteristics, geographic dis-

tribution of students, private colleges and

universities, and student experiences); (4) policies

and practices (recruitment, admissions, student wel-

fare services, student response, curriculum, and re-

turning students); (5) costs and expenditures

(scholarship costs, direct costs, subsidized costs,

and capital costs); (6) issues and arguments; and (7)

conclusions. Results are discussed according to:

choices; changes (destinations, origins, profiles, ex-

periences, support services, graduate enrollments,

enrollments by discipline, competition for talent,

commercialization, and patterns of relationship);

and challenges (technical education and cultural

questions). Four appendices provide: conference

proceedings ("Foreign Student Policies of the Major

Host Countries," held at Princeton, New Jersey in

June 1989); comparative foreign student expendi-

tures; summary of foreign student enrollments; and

a list of conference participants. Contains approxi-

mately 75 references. (SM)

ED 312 982 HE 023 045

Fuller, Carol H.

Undergraduate Origins of Women and Men

1970-1982 Graduates Who Received Doctorates

between 1970-1986.

Great Lakes Colleges Association, Ann Arbor,

Mich.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—Jul 89

Note—274p.

Pub Type—Numerical/Quantitative Data (110) —

Reports — Research (143)

EDRS Price — MF01/PC11 Plus Postage.

Descriptors—Bachelors Degrees, *Doctoral De-

grees, Doctoral Programs, *Educational Attain-

ment, Equal Education, Graduate Students,

Graduate Study, Higher Education, Institutional

Characteristics, National Surveys, Outcomes of

Education, *Productivity, Sex Differences, *Stu-

dent Characteristics, Trend Analysis, Womens

Education

Data from a study of the undergraduate origins of

Ph.D.s are presented. Baccalaureate origins of

doctorate recipients were analyzed for total and pro-

portional productivity for each of the U.S. institu-

tions whose graduates between 1970 and 1982 had

earned at least one doctorate between 1970 and

1986. The numbers of baccalaureate degrees for

men and women from each institution were ob-

tained for the years 1970-1982, and the total num-

bers of doctorates earned by the graduates were

gathered. Groupings of disciplines were used in or-

ganizing doctoral data: humanities (history, English

and American language and literature, foreign lan-

guages and literature, and other humanities); math

and physical sciences (mathematics, computer sci-

ences, physics and astronomy, chemistry, and earth,

atmospheric and marine sciences); life sciences (bio-

sciences, health sciences, and agricultural sciences);

and social sciences (psychology, economics, sociol-

public institutions, each of the major Carnegie Commission classes, and a wide range of selectivity levels; (2) women's colleges, as a group, are more productive than coeducational institutions in the humanities and in the science fields (except engineering); and (3) those coeducational institutions that are significant sources of doctorates earned by women include several of the formerly all-male institutions. Contains 19 references. (SM)

ED 312 983 HE 023 046

Arnold, Richard E. Haymon, Francine E.
Staff Development: Identifying Positive Relationship Roles between Higher Education and Public Education.

Pub Date—Nov 89

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Change Strategies, *College Faculty, *College School Cooperation, Collegiality, Higher Education, High Schools, *Public Education, *Secondary School Teachers, *Staff Development, Teacher Role

In the last few years, a significant change in staff development has occurred, which has led to a surge toward collaboration between professionals in higher education and public education. Educators tend to have problems with this joint venture as it relates to role identification, because it requires that specific duties or responsibilities assigned to designated administrators and/or faculty in both higher education and public education to clarify consultant versus participant obligations. This role identification could fall into the categories of information exchange, relevant programming, and protection of expertise. These categories are the major areas of concern in staff development today. Guidelines developed by Barnes and Murphy for increasing interaction programs non-judgmental; when possible, include administrators; reduce scheduling difficulties; and allow coaching teams to remain together for at least 2 years. Dimensions for enhancing morale suggested by Gross and Herriott include: display a sense of pride in the workplace; enjoy the work assignments; and work cooperatively with fellow educators. The collaboration of staff development between higher education and public education can make a major change in promoting excellence in education for the 1990s, leading to a more secure future for later generations. Contains 4 references. (SM)

ED 312 984 HE 023 047

Roberts, David, Ed.
Distance Education Papers. Occasional Papers No. 8.

Charles Sturt Univ.-Riverina, Wagga Wagga (Australia). Div. of External Studies; Riverina-Murray Inst. of Higher Education, Wagga Wagga (Australia).

Report No.—ISBN-0-947330-17-8

Pub Date—Nov 89

Note—41p.

Available from—Occasional Papers, Charles Sturt University-Riverina, P.O. Box 588, Wagga Wagga, New South Wales 2650, Australia.

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, Change Strategies, College Students, Community Services, Decision Making, *Distance Education, *Educational Change, Educational Development, Educational Quality, Extension Education, Foreign Countries, Nontraditional Education, Nontraditional Students, Postsecondary Education, Professional Education, *Social Work, *Textbook Selection, *Well Being
Identifiers—Australia

A collection of papers on distance education is presented. "Distance Education: An Option for Social Welfare and Social Work Education in the 1990s" (Robert A. Bush and Chris J. Williams) discusses the implications for welfare education of changes in tertiary education and community services industry that are likely to pressure welfare educators to change their educational strategies. This paper also examines the potential for using distance educational technology in social work and social welfare education programs. "Educational Packages for External Students" (Peter A. Donnan) examines that constitutes a well written and designed package for external students. "Textbook Selection: Evaluative Criteria" (Brian Hemmings and David Battersby), presents a procedure that instruc-

tors might adopt to assist in decision making. An appendix provides an alphabetical list of textbooks assessed, including checklist scores. (SM)

ED 312 985 HE 023 048

Paulin, Russell Olsen, Tammy
Fall 1989 Enrollment. North Dakota Institutions of Higher Education.

North Dakota State Board of Higher Education, Bismarck.

Pub Date—Nov 89

Note—75p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Attendance, College Students, *Demography, Educational Demand, Educational Supply, *Enrollment Trends, Full Time Equivalency, Full Time Students, Geographic Distribution, *Higher Education, In State Students, Out of State Students, Part Time Students, State Surveys, *Student Characteristics
Identifiers—*North Dakota

The enrollment data supplied to the North Dakota State Board of Higher Education by the institutions of postsecondary education are presented in 14 tables as follows: headcount enrollment; full-time enrollments; total student credit hour of part-time students; full-time equivalent enrollments of part-time students; total of full-time and full-time equivalent of part-time enrollment; full-time equivalent enrollments based on total student credit hours by level of students; nonresident headcount undergraduate enrollments by state using students' reported home address; nonresident headcount enrollment by tuition residency status; resident headcount graduate and professional enrollments by state using students' reported home address; headcount enrollments by county of residence for North Dakota students; total in-state enrollment by county of origin; institutional enrollment by county of origin; headcount enrollment at North Dakota colleges by race; headcount enrollment at North Dakota colleges by citizenship, veteran status, sex, marital status, and transfer status; total student credit hours produced by course level; final fall enrollment report; and comparison of fall enrollments of 1978 and 1989. (SM)

IR

ED 312 986 IR 013 950

Lai, Kwok-Wing
Acquiring Expertise and Cognitive Skills in the Process of Constructing an Expert System: A Preliminary Study.

Pub Date—Mar 89

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Cognitive Processes, *Computer Assisted Instruction, *Expert Systems, Foreign Countries, *Instructional Design, *Logical Thinking, Nursing Education, Pretests Posttests, Problem Solving, Questionnaires, Student Journals

Identifiers—New Zealand

This study investigated the educational implications of having a group of 17 first-year New Zealand nursing students develop a medical expert system. Goals of the study were to determine whether, in the process of developing the expert system, the learners could: (1) acquire a more in-depth understanding of the specific subject domain under study (namely, how to identify alcoholic patients); (2) develop a more complex set of problem solving strategies; and (3) acquire conditional reasoning skills. An ethnographic case study approach was adopted. The learners participated as a whole class in six sessions over a period of 10 weeks, for a total of 10 contact hours. In addition to whole class sessions, they met in small groups to interview subject matter experts. Participants then met as a whole class to share their information and to construct rules for the knowledge base of the expert system. Both quantitative and qualitative measures were used to describe how the learners could use computers to acquire knowledge and thinking skills in a group learning context where computers were used as tools. Data were collected using the following instruments: pre- and posttests to measure gains in reasoning abilities; stu-

dent worksheets to solicit information on the participants' problem solving strategies and knowledge representation; students' logs; and questionnaires to collect information on students' background, knowledge acquisition, and attitudes towards the expert system as an instructional aid. Due to the preliminary nature of the study and the short time frame, no claim was made as to the extent of the improvement in problem solving and reasoning skills; however, the results clearly indicated that expert systems can be used to enhance the development of certain reasoning skills and also to facilitate the acquisition of a deeper understanding of the subject domain under study. (6 references) (GL)

ED 312 987 IR 013 957

Reyes, Miguel Torres
Family and Television: Some Latinoamerican Experiences.

Pub Date—Jun 88

Note—48p.; Paper presented at the Meeting of Research and Media Education (Lausanne, Switzerland, June 27-30, 1988).

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Commercial Television, *Critical Thinking, *Family Influence, Foreign Countries, Inservice Teacher Education, *Mass Media Effects, Models, Parent Education, Preservice Teacher Education, *Television Viewing
Identifiers—*Latin America

Highlighting the importance of media education in Latin America, this paper describes projects conducted by the Latin American Institute for Communicative Education and the National Council for the Population of Mexico to examine the family's influence in promoting critical television viewing. A theoretical model for media education is then presented, followed by descriptions of projects in schools designed to train parents to encourage critical viewing on the part of their children. It is noted that similar projects have been carried out with both inservice and preservice teachers. (33 references) (GL)

ED 312 988 IR 013 999

Parer, Michael S. Benson, Robyn
Professional Preparation and Staff Development for Academics Working in Distance Education. A Report for the Evaluations and Investigations Program.

Gippaland Inst., Churchill (Australia). Centre for Distance Learning.

Spons Agency—Australian Dept. of Employment, Education and Training, Canberra.

Pub Date—Aug 88

Note—70p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, *Distance Education, *Educational Innovation, Foreign Countries, Higher Education, Instructional Development, Literature Reviews, *Professional Development, Program Evaluation, Questionnaires, *Staff Development, Tables (Data)
Identifiers—*Australia

This project had three goals: (1) to seek out the policies and practices currently in place to prepare academic teaching staff to develop, write, and teach in distance education; (2) to identify effective professional preparation and staff development practices for distance education currently in use in Australian postsecondary institutions; and (3) to provide some conclusions and recommendations concerning professional preparation and staff development activities that might help to improve future distance education practice. The first four sections of the report describes the aims and methodology of the project, and the second reviews the relevant literature on professional preparation and staff development in distance education. Section three presents case study information about the institutions surveyed for the study, including subsections on policies and priorities, professional development practices, and ongoing professional development. The fourth section presents conclusions and recommendations in the areas of policy, responsibility and communication, resources, selection of appropriate staff, induction programs, ongoing professional development, institutional collaboration, and evaluation of staff development methods. Four appendices include copies of the survey instruments, and four tables of data are pro-

vided. (113 references) (GL)

ED 312 989 IR 014 009

Wallace, Andrew R.

The Use of Computers in Australian Schools: Six Years of Pragmatism.

Pub Date—Apr 89

Note—32p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1989).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Software, *Educational Innovation, Elementary Secondary Education, Foreign Countries, *Microcomputers, Professional Development, Resource Allocation, Sex Differences

Identifiers—*Australia
Schools throughout Australia both teach about computers and use computers as a medium for teaching at all levels of the educational system, but teachers use the computer to support existing pedagogic practice rather than looking to the computer as an agent of curriculum change. Drawing in a descriptive way upon a number of recent studies and proceedings of the Australian Computers in Education conferences for the last 5 years, this paper examines the processes behind the development of classroom computing as it now exists, documents the extent of changes that the technology has brought to Australian schools, and draws parallels with the experience of schools in the United States. Major sections of the report focus on: (1) the beginnings and contexts for innovation; (2) the phenomena of innovation; (3) innovation and professional development; (4) inventory of an innovation; (5) the innovation and the student body; and (6) innovation futures. Tables of statistical data are included throughout the discussion, and eight appendices provide additional data. A 23-item bibliography is also included. (GL)

ED 312 990 IR 014 016

Elton, L. R. B.

Can Keller Plan Help in Our Understanding of the Problems of Distant Learning? Ziff Papiere 23.

FernUniversität, Hagen (West Germany). Zentrales

Inst. für Fernstudienforschung Arbeitsbereich. Pub Date—Jul 78

Note—19p.

Pub Type—Opinion Papers (120) — Reports — Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Cooperative Learning, Cost Effectiveness, *Distance Education, *Educational Objectives, Feedback, Foreign Countries, Guidance, *Individualized Instruction, Instructional Materials, *Instructional Systems, Interaction, Open Universities, *Socialization, Student Evaluation, Study Centers, Study Habits, Teacher Education

Identifiers—*Fernuniversität (West Germany), Great Britain, *Keller Plan

Comparisons are drawn between the Keller Plan in Britain and Distant Learning in Germany in the areas of: (1) fundamental aims of education; (2) instructional materials and instructional systems; (3) guidance and direction of the learning process; (4) social learning; (5) assessment and examinations; (6) study techniques; (7) teacher training; and (8) cost-benefit. It is concluded that the Keller Plan provides a microcosm of an open university system in many ways, and that some of the problems the British Keller Plan and the German Distant Learning system have in common can be studied more easily through the kind of detailed investigation made possible by the small scale of the Keller Plan and its close contact between staff and students. It is also concluded that there are matters fundamental to individual study that transcend variations in conditions and circumstances. (23 references) (GL)

ED 312 991 IR 014 021

Sparkes, J. J.

On Choosing Teaching Methods To Match Educational Aims. ZIFF Papiere 39.

FernUniversität, Hagen (West Germany). Zentrales

Inst. für Fernstudienforschung Arbeitsbereich. Pub Date—Jan 82

Note—25p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affective Objectives, Classification, *Cognitive Objectives, *Cost Effectiveness, Educational Media, *Feedback, *Media Selection,

Models, Psychomotor Objectives, *Skill Development, Student Evaluation

Identifiers—Bloom (Benjamin S), Conversational Learning, Pask (Gordon)

Two factors which contribute to successful learning are presented and shown to be useful in the selection of teaching methods that match educational aims: a feedback model of the teaching and learning processes based on Pask's conversational learning model; and a classification of educational aims based on Bloom. Several kinds of feedback are listed in descending order of response time: statistical feedback obtained from large surveys of students; assignments; tutorials; telephone conferencing, and self-help groups; and self-assessment questions. A classification of educational achievements is then presented: (1) learning in the affective domain (e.g., attitudes, values, and affective skills such as communication and adaptability); (2) learning in the cognitive domain (e.g., facts and understanding); (3) learning of intellectual skills (e.g., particular techniques, analysis, and synthesis); and (4) learning of manual skills. These categories are explored and illustrated with examples. The selection of teaching media and methods is considered as it relates to their place in the feedback model, their suitability for different educational aims, and their cost-effectiveness. A variety of teaching media and methods is outlined—including face-to-face methods, printed texts, films and television programs, audio, audio-graphic systems, computer-aided learning, laboratory or practical work, and assignments—and a matrix provides guidelines for the selection of methods for various educational aims. Finally, cost-effectiveness considerations of methods and media selection are discussed. (6 references) (GL)

ED 312 992 IR 014 029

Hinds, Eunice

The School for Independent Study and International Links. ZIFF Papiere 69.

FernUniversität, Hagen (West Germany). Zentrales

Inst. für Fernstudienforschung Arbeitsbereich.

Pub Date—Nov 87

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Admission Criteria, Distance Education, Foreign Countries, Goal Orientation, Higher Education, *Independent Study, *International Cooperation, *Interpersonal Competence, Motivation, *Nontraditional Education, Problem Solving, Resource Allocation, Skill Development, Staff Utilization, Teamwork

Identifiers—Great Britain, *North East London Polytechnic (England)

A major goal of the School for Independent Study at North East London Polytechnic, which was founded in 1974, has been to provide the opportunity for higher education among students in an underprivileged area of London where typically few students have access to further schooling. The desire to increase access led to "non-standard entry" criteria devised to use the students' experience instead of examination scores. The school has grown from one program of 73 full-time students in 1974 to three programs of 800 full-time and part-time students, and its activities now span the globe. Emphasis is on goal orientation and the development of transferable cognitive and interpersonal skills rather than on the content of any discipline. To this end, projects are carried out in the community. The history of the school is reviewed, followed by a statement of its philosophy. Procedures for admissions, academic program planning, registration, assessment of students' work, and networking (both with other faculty in the Polytechnic and with experts in the students' fields of interest) are described. Examples of students' work from the three degree programs (Diploma of Higher Education, Bachelor of Arts and of Science, and Masters of Arts and of Science) and profiles of selected students are provided. Procedures are outlined for staff and resource allocation. Descriptions of international links with such countries as Japan, Australia, China, Cyprus, Scotland, and Pakistan conclude the report. (9 references) (GL)

ED 312 993 IR 014 031

Cumming, Geoff

Exploiting Artificial Intelligence To Enhance Training: A Short- and Medium-Term Perspective.

Pub Date—88

Note—11p; In Proceedings of the Annual Confer-

ence of the Australian Society for Computers in Learning in Tertiary Education (6th, Canberra, Australia, December 1988).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Artificial Intelligence, *Computer Assisted Instruction, Foreign Countries, Higher Education, *Industrial Training, *National Programs

Identifiers—United Kingdom

This paper is an introductory discussion of industrial training, artificial intelligence (AI), and AI applications in training, prepared in the context of the United Kingdom Training Commission (TC) program. Following an outline of the activities and aims of the program, individual sections describe perspectives on: (1) training needs, including examples in steelmaking and the health and safety field; (2) AI; and (3) AI applications for learning, including discussions of expert systems, simulations, Anderson's LISP tutor, learning environments, intelligent help, direct manipulation, adding a coach, and domain independence. Possible AI applications to training are then considered. Conclusions relevant to the TC program are drawn in several areas—demonstrators, overseas experience, promoting awareness, dangers of over-selling, and TC support for AI applications. Eleven annotated references are listed. (MES)

ED 312 994 IR 014 032

Cumming, Geoff Abbott, Elizabeth

Using MITSi as a KBS Tool for Learning.

Pub Date—Jul 88

Note—9p; Paper presented at the International Conference of the Prolog Education Group (Copenhagen, Denmark, July 6-8, 1988).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Authoring Aids (Programming), *Computer Assisted Instruction, Computer System Design, Courseware, Critical Thinking, Curriculum Development, Elementary Secondary Education, *Expert Systems, Foreign Countries, *Learning Activities, Microcomputers

Students aged 10 to 17 years in a primary school and a secondary school in an industrial suburb of Melbourne, Australia, were observed as they worked at activities in both curriculum and non-curriculum areas using MITSi, a computer program, as a KBS (knowledge-based system) tool. Evaluations of the students' general abilities, computer abilities, and opinions and attitudes led to the conclusion that well-designed activities based on MITSi are very well received by learners and teachers, and can produce valuable learning outcomes. Vital considerations in planning to use MITSi are the characteristics of the system, the selection and design of learning activities, and the emphasis that is placed on general cognitive abilities. The key to good activities is the discussion and thinking they can spark, and this depends as much on the way they are presented and supported in the classroom as on the details of the computing. MITSi is a good tool for a broad range of information-handling activities, including using or building databases, exploring and expressing simple logical relationships among items, and organizing a body of knowledge and expressing it in a systematic and rule-bound way. Experience shows that it is more effective to allow beginning students to explore pre-written programs before extending them or building their own; the transition to writing programs and writing rules should be gradual. Structured worksheets that permit students to work at their own pace can free the teacher to provide individual assistance to those with special problems, and a wide range of activities add interest, allow users to explore MITSi more fully, and promote a richer range of general skills. Things to watch for include finding enough time, individual differences among students, being sure the computer is the best way to meet a particular educational goal, integrating computer work, looking for computer spin-offs, and being wary of sex-role stereotypes. (7 references) (MES)

ED 312 995 IR 014 033

De Diana, I. P. F.

The Department of Educational Technology at the Twente University of Technology, The Netherlands. Twente Educational Bulletin Number 12. Twente Univ. of Technology, Enschede (Netherlands).

Pub Date—Dec 80

Note—20p; Paper presented at a Colloquium held at the University of California at Los Angeles (UCLA) Graduate School of Education (Los Angeles, CA, August 20, 1980).

Available from—Twente University of Technology, Department of Applied Education, P.O. Box 217, 7500 AE Enschede, The Netherlands.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Design, *Curriculum Development, *Educational Planning, Educational Research, *Educational Technology, Foreign Countries, Higher Education

Identifiers—*Twente University of Technology (Netherlands)

This colloquium on the Department of Educational Technology at the Twente University of Technology (The Netherlands) begins with a discussion of the differences between the program at Twente University and programs in education at other universities in the Netherlands. The second section reviews some basics of an applied approach to education, and the projected growth of the department from 1980-85 is summarized in the third section. The fourth section describes the curriculum, which consists of two phases: the first year is filled with clusters of conceptually interrelated courses (educational science, research methods and techniques, educational technology, social science, educational computer use, philosophy of education, practical skills, social and communicative skills, and technical sciences); and the second part, which takes on or two years, offers a differentiation program in an area of specialization (educational management, instructional technology, curriculum technology, or educational instrumentation). The fifth section outlines the themes serving as the organizational basis for departmental research: (1) strategies for curriculum development; (2) efficiency in education; (3) educational information systems; (4) examination techniques; and (5) educational instrumentation. Guidelines for entering and leaving the program are discussed in the final section. Comparisons with the program of the University of California at Los Angeles Graduate School of Education are presented throughout. Four documentation resources (in Dutch) are listed. (MES)

ED 312 996

IR 014 034

de Diana, I. P. F.

A Future for Computer Based Learning? Twente Educational Memorandum Number 21.

Twente Univ. of Technology, Enschede (Netherlands).

Pub Date—Sep 80

Note—22p; Paper presented at a Colloquium held at the University of California at Los Angeles (UCLA) Graduate School of Education (Los Angeles, CA, August 20, 1980).

Available from—Twente University of Technology, Department of Applied Education, P.O. Box 217, 7500 AE Enschede, The Netherlands.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Courseware, Foreign Countries, Higher Education, *Material Development, *Program Implementation

Identifiers—*Netherlands, *Software Development

This paper discusses the requirements for implementation of computer-based learning (CBL) and presents three examples of activities related to CBL in the Netherlands in 1979-80. Problems in developing a technology for CBL materials production are discussed, and several insights behind the development of such a technology are considered: (1) it is useful to make a distinction between the developmental systems for CBL materials and the delivery systems; (2) there is a growing tendency to use general purpose high programming languages as well as computer-assisted instruction (CAI) design languages for the development of CBL; (3) CAI is increasingly perceived to be more than an automated version of programmed instruction; (4) an emphasis on formalizing procedures for programming design and development has been emerging; and (5) work on computer-based simulation has made an important contribution to the growth of CBL technology. The problems of credibility and limited resources in creating favorable conditions for the implementation of CBL are considered, along with potential means of addressing these problems in Western Europe. Seven references (five in Dutch and two in

English) are listed. (MES)

ED 312 997

IR 014 035

Herschbach, Dennis R.

Developing Individualized Instructional Materials: The Learning Activity Packet. Twente Educational Memorandum Number 25.

Twente Univ. of Technology, Enschede (Netherlands).

Pub Date—Dec 80

Note—95p; Paper presented at a Colloquium held for the Educational Colloquium (Enschede, Netherlands, December 1980).

Available from—Twente University of Technology, Department of Educational Technology, P.O. Box 217 7500 AE Enschede, The Netherlands.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Business Correspondence, Guidelines, Higher Education, *Individualized Instruction, *Instructional Design, *Instructional Development, *Learning Modules, *Material Development

This paper focuses on the development of the Learning Activity Package (LAP). The first part of the paper discusses the structure of the LAP, including its components (i.e., title, rationale, objectives, content, learning activities, student review, post-evaluation, pretest, alternate activities, management directions, and teacher supplement) and organizing formats. Next, several instructional design considerations are examined (i.e., sequencing, pacing, congruence, learning hierarchy, and format design). A discussion of the development process including requirements for a design team (i.e., writer, educationalist, editor, practicing teacher, illustrator, typist, graphics specialist, subject specialist, and project coordinator) and a development checklist are presented. A brief examination of classroom use of LAPs follows. Examples of an LAP and teacher supplement on writing business letters are appended. (MSE)

ED 312 998

IR 014 036

de Diana, I. P. F. Vos, Hans J.

Abstract Representation of Tutorial CAI and the Development of an Adjustable Tutorial System.

Twente Univ., Enschede (Netherlands). Dept. of Education.

Report No.—ISBN-90-365-0087-7

Pub Date—87

Note—40p.

Available from—The Department of Education of the University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication (Thought Transfer), *Computer Assisted Instruction, *Courseware, Models, *Systems Approach

Identifiers—*General Systems Theory, *Software Development

This paper presents a model of an abstract tutorial system. The first section discusses some of the problems encountered in producing courseware and examines the availability of software tools to support effective communication on three levels: (1) accuracy of communication; (2) transmission of the desired meaning; and (3) affecting conduct in a desired way. In the next section, the use of General Systems Theory (GST) as a framework for modelling is discussed. The third section introduces some elementary systems, and the fourth section addresses-on an abstract level—the use of pointers and the subject matter represented by a collection of four elementary frames. In the final section, the model is formalized using GST. Twenty-five references are listed. A list of the system variables and equations of the GST model are appended. (MES)

ED 312 999

IR 014 037

Vos, Hans J.

Applications of Decision Theory to Computer-Based Adaptive Instructional Systems. Research Report 88-18.

Twente Univ., Enschede (Netherlands). Dept. of Education.

Pub Date—Nov 88

Note—42p.

Available from—Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.

Pub Type—Information Analyses (070) — Reports

- Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Decision Making, Higher Education, *Individualized Instruction, Models, Psychometrics

Identifiers—*Decision Theory, Minnesota Adaptive Instructional System, *Software Design

This paper considers applications of decision theory to the problem of instructional decision-making in computer-based adaptive instructional systems, using the Minnesota Adaptive Instructional System (MAIS) as an example. The first section indicates how the problem of selecting the appropriate amount of instruction in MAIS can be situated within the general framework of empirical Bayesian decision theory. The linear loss model and the classical test model are discussed in this context. The second section describes six characteristics essential in effective computerized adaptive instructional systems: (1) initial diagnosis and prescription; (2) sequential character of the instructional decision-making process; (3) appropriate amount of instruction for each student; (4) sequence of instruction; (5) instructional time control; and (6) advisement of learning need. It is shown that all but the sequence of instruction could be improved in MAIS with the extensions proposed. Several new lines of research arising from the application of psychometric theory to the decision component in MAIS are reviewed. Thirty-six references and a list of 28 recent research reports of the University of Twente (The Netherlands) Division of Educational Measurement and Data Analysis are included. (MES)

ED 313 000

IR 014 038

Plomp, Tjeerd Verhagen, Plomp

Building a Four Year Post-Secondary Curriculum in Educational Science and Technology.

Twente Univ. of Technology, Enschede (Netherlands).

Pub Date—Sep 82

Note—50p; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Dallas, TX, May 3-7, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Design, *Curriculum Development, *Educational Planning, *Educational Technology, Foreign Countries, Job Analysis, Models, Postsecondary Education, Problem Solving, Program Evaluation

Identifiers—*Twente University of Technology (Netherlands)

This report begins by providing background information on educational technology in the Netherlands, differences between a four-year program in the Netherlands and undergraduate programs in the United States, and the structure of Dutch university programs. The need for a Department of Educational Science and Technology at the Twente University of Technology and characteristics of the department are then addressed, followed by a discussion of the starting points and procedure of curriculum planning and a description of the structure of the curriculum. Activities involved in carrying out the plans—course construction, development of the TO-laboratory (a computer, audiovisual, and learning resource center), and student recruitment—are also discussed. The report concludes with an evaluation of the program at the end of the first year of operation. This evaluation focused on the effects of modular course construction, and the interrelationships of courses, study load, and number of possible drop-outs. Four appendices provide: (1) the results of a job analysis of the tasks performed by professionals in the field that was undertaken as part of the curriculum planning process; (2) an outline of the department's curriculum; (3) a general model for structured problem solving; and (4) a floor plan of the TO-laboratory. (MES)

ED 313 001

IR 014 039

Keller, John M.

Development and Use of the ARCS Model of Motivational Design.

Twente Univ. of Technology, Enschede (Netherlands).

Pub Date—Jun 83

Note—29p; This paper is based on a series of lectures given at the Technische Hogeschool Twente (Enschede, Netherlands, February 2-March 19, 1983).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Theories, Elementary Secondary Education, Inservice Teacher Education, *Instructional Development, *Models, *Motivation Techniques, Postsecondary Education, Psychological Studies, *Student Motivation Identifiers—*ARCS Model

This discussion of the development and use of the ARCS model, a system for improving the motivational appeal of instructional materials, instructor behavior, and course/lesson design, begins by considering the need for a such a system. Noting that research on motivation is included in several different research fields and theoretical orientations, the paper then briefly reviews some of the alternative approaches to the study of motivation and presents a theory-based synthesis that was developed as a foundation for building a motivational design model. The four motivational categories of the model—Attention, Relevance, Confidence, and Satisfaction—are then defined and discussed in the context of major conditions that must be met for people to become and remain motivated. Three steps in the use of the ARCS model as a systematic design model interfacing with typical instructional design and development models are discussed under the headings Define, Develop, and Evaluate, and guidelines for integrating motivational strategies into instruction are suggested. Descriptions of the use of the ARCS model in two teacher training workshops with rather different groups of participants and a brief statement on the status of the model conclude this paper. (22 references) (MES)

ED 313 002

IR 014 041

Joyce, Bonnie G. Moxley, Roy A. Comparing Children's Typing Skills Using the Dvorak and QWERTY Keyboards on a Microcomputer.

Pub Date—[89]

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Intermode Differences, *Keyboarding (Data Entry), *Microcomputers, Observation, Primary Education, *Young Children

Identifiers—*Dvorak Keyboard, *QWERTY Keyboard

This study compared the typing efficiency of four young children (5 to 6 years of age) who were novice typists on the Dvorak and QWERTY keyboards. A copying program on an Apple IIc microcomputer functioned as the training instrument. Although the children did not acquire proficient touch typing skills, they did type accurate responses faster, keep their hands positioned on the home row when they began typing, and show some conditioning to key locations when using the Dvorak keyboard. While the children's fingering was often inconsistent and they continued to glance at the keyboard for confirmation of key locations, their acquisition of touch typing skills would probably have been more extensive had they stayed with the same keyboard throughout instead of changing from the QWERTY to the Dvorak version. Although there is some evidence that children as young as 6 years can acquire touch typing skills, it is unclear what the recommended procedures should be for introducing young children to keyboard fingering. Additional research in this area acquires increasing importance as more young children use microcomputer keyboards. Twelve references, 2 tables, and 1 figure are included. (GL)

ED 313 003

IR 014 042

Gilcher, Kay W. Johnstone, Sally M. A Critical Review of the Use of Audiographic Conferencing Systems by Selected Educational Institutions.

Maryland Univ., College Park. Univ. Coll. Spons Agency—Corporation for Public Broadcasting, Washington, D.C.

Pub Date—[88]

Note—178p. This project was jointly sponsored by the Annenberg/CPB Project and the University of Maryland University College.

Available from—International University Consortium, University of Maryland University College, University Blvd. at Adelphi Road, College Park MD 20742 (\$10.00).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Adminis-

tration, *Diffusion (Communication), *Distance Education, Elementary Secondary Education, Higher Education, Instructional Effectiveness, Interaction, Interviews, Observation, Program Evaluation, Teaching Methods, *Technology Transfer, *Teleconferencing, Telephone Communications Systems

Identifiers—*Audiographics

In the past 5 years educational institutions in North America have begun to incorporate audiographic conferencing technology into their distance education programs. The use of audiographic conferencing is escalating rapidly since this technology offers the potential of serving distant students at a reasonable cost without requiring instructors to radically modify their classroom behavior and without requiring extensive new institutional support systems. The real-time communications environment of the traditional classroom is maintained because these systems allow full interaction among participants. The instructor is free to be spontaneous and to present information both orally and visually; students can participate in classroom discussions, ask questions of the instructor and their peers, and can create, view, and discuss graphic and other visual materials. To understand how this technology is being used and to develop an ideal model of how best to use it for course delivery, the Annenberg/Corporation for Public Broadcasting Project and the University of Maryland University College sponsored a research project. Interviews were conducted with students, faculty members, administrators, and technicians from nine institutions in the United States and Canada which were using audiographic conferencing. The report summarizes the interviews and direct observations and explains what seems to work and what does not. Appendixes include descriptions of audiographic systems; institutional contacts; a project evaluation report for Audio-Plus; two research papers on the instructional effectiveness of audiographic conferencing methods; and professional guidelines for a Teleteaching Project in Pennsylvania. (Author/GL)

ED 313 004

IR 014 043

Schlenker, Richard M.

Apple IIe Computers and Appleworks Training

Mini Course Materials.

Pub Date—[88]

Note—210p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Computer Literacy, *Database Management Systems, Instructional Materials, Microcomputers, *Skill Development, *Word Processing

Identifiers—*Apple IIe, *AppleWorks

The instructional materials included in this document are designed to introduce students to the Apple IIe computer and to the word processing and database portions of the AppleWorks program. The materials are intended for small groups of students, each of whom has use of a computer during class and for short periods between classes. The course accommodates various levels of experience, including students who have never used the Apple IIe, and emphasis is placed on students' success in a "hands-on" environment. The materials included are: (1) course objectives; (2) the class schedule and a detailed outline of topics to be covered during each session (introduction to the Apple IIe, AppleWorks and word processing; introduction to databases; advanced word processing; advanced databases; and merging database and word processing files); (3) a list of assignments; and (4) a list of handouts used during the various sessions of the course (directions for formatting blank disks; constructing word processing files; constructing database files; printing database files; exercising database print options; and obtaining help with word processing and database files). (GL)

ED 313 005

IR 014 046

Johnson, Jenny K., Ed.

Masters Curricula in Educational Communications and Technology: A Descriptive Directory. Third Edition.

Association for Educational Communications and Technology, Washington, D.C.

Report No.—ISBN-0-89240-059-5

Pub Date—May 89

Note—416p. For the 1981 edition, see ED 205 168.

Available from—Association for Educational Communications and Technology, 1126 16th Street NW, Washington, DC 20036.

Pub Type—Reference Materials - Directories/Catalogs (132) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Degree Requirements, Directories, Doctoral Programs, *Educational Technology, *Faculty, Foreign Countries, Graduate Study, Higher Education, *Masters Programs, *Professional Education

Identifiers—*Association for Educational Communications Tech, United States

This directory of educational communications and technology masters programs contains descriptions of programs in both the United States and foreign countries. The U.S. listings are categorized by state. Data for each institution include an address and contact person; a listing of courses; information on prerequisites for entering the program; acceptance of transfer students; program duration; thesis requirements; combined masters degree programs; program content; major and minor fields; course waivers; availability of special advisement and retention activities; areas of emphasis within the curriculum; instructional techniques; and accreditation. The first of four appendixes contains the same program information for international programs in 15 countries. Faculty data (including name, rank, full- or part-time status, degree and granting university, and research interests) are included in the second appendix. The third appendix contains samples of questionnaires used to gather data for the directory, and a list of U.S. schools with doctoral programs comprises the final appendix. (GL)

ED 313 006

IR 014 047

O'Brien, Michael

MediaToons. A Collection of Cartoons and Clip Art for Media Professionals.

Spons Agency—Association for Educational Communications and Technology, Washington, D.C.

Report No.—ISBN-0-89240-060-9

Pub Date—89

Note—29p.

Available from—Association for Educational Communications and Technology, 1126 Sixteenth Street, Washington, DC 20036.

Pub Type—Creative Works (030)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Art Products, *Audiovisual Aids, *Cartoons, *Freelance Drawing, *Illustrations, Media Specialists

Identifiers—*Clip Art

This collection consists entirely of cartoons and clip art depicting various aspects of the media professional's role. The material may be copied or adapted for noncommercial use by the original purchaser. (GL)

ED 313 007

IR 014 048

Rescigno, Ronald C.

Practical Implementation of Educational Technology. The GTE/GTEL Smart-Classroom. The Hueneme School District Experience.

Spons Agency—Association for the Development of Computer-based Instructional Systems.

Pub Date—Oct 88

Note—27p. Paper presented at the United States/Union of Soviet Socialist Republics Joint Conference on Computers, Education and Children (Moscow, USSR, October 1-9, 1988).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Closed Circuit Television, Communications Satellites, *Computer Assisted Instruction, *Electronic Computers, Grade 7, Individualized Instruction, Interactive Video, Junior High Schools, Limited English Speaking, Local Area Networks, *Microcomputers, *Multimedia Instruction, School Business Relationship, Science Instruction, Special Education, Student Attitudes, Videotape Recordings

Identifiers—*Hueneme School District CA, *Smart Classroom

The staff of the Hueneme School District, working in partnership with GTE California, Inc., developed a "Smart-Classroom," a high-technology seventh-grade science class facility which integrates personal computers, interactive laser disk video programs, closed circuit television, VHS programs, satellite down links, local area networking, and phone modems. One hundred ninety-two students, including students from the gifted and talented program,

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special education program, and limited English proficient students, were enrolled in the Smart-Classroom. The use of technology in the classroom enabled these students to progress through lessons at their own pace, thereby maximizing student achievement, which is the main goal of the program. At the end of each unit, criterion-referenced computer tests were given to determine if content objectives had been mastered. Any objectives missed were automatically retaught by the software program and tested again. This individualized approach enabled students to master the objectives at their own speed. One area of improvement was in the students' attitudes toward learning. Students started at their appropriate level and progressed at their own pace. As they experienced success, they gained confidence as far and as fast as they wished, and were eager to accept new challenges. (Blueprints of first and second generation Smart-Classrooms are appended.) (Author/GL)

ED 313 008 IR 014 049

Belcher, Duane M. Smith, Stephen D.
Psychology on Computers: Simulations, Experiments and Projects.

Pub Date—[88]

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Simulation, Data Collection, Experiments, Higher Education, Instructional Materials, Multimedia Instruction, Psychology, Questionnaires, Reading Materials, Research Design, Sampling, Statistics, Surveys, Undergraduate Students

Identifiers—Parapsychology

PSYCOM is a unique mixed media package which combines high interest projects on the computer with a written text of expository material. It goes beyond most computer-assisted instruction which emphasizes drill and practice and testing of knowledge. A project might consist of a simulation or an actual experiment, or it might be a demonstration, a psychological test, a questionnaire, a survey, or a poll. All projects are run on the computer. Through using PSYCOM, relatively unsophisticated students can collect, analyze, and discuss the data within the context of science. The details of computer programming, experimental design, and statistics are submerged, and the psychology student has a chance to learn first hand about psychological processes with maximum involvement. Selected project applications using PSYCOM are described, including: (1) an extra-sensory perception (ESP) experiment in precognition; (2) a poll on the 55 mile-per-hour speed limit; (3) "The Strategy Game," which examines the effect of the internal-external attitude dimension on the use of available information for forming a strategy; and (4) "Learning a Novel Task," which examines issues related to the rate of knowledge acquisition. (GL)

ED 313 009 IR 014 056

Schlenker, Richard M.
Using AppleWorks To Format Data Disks for Use with the Apple IIGS Computer. First Edition.

Pub Date—[88]

Note—15p.; For other titles in this series, see ED 305 087 and ED 304 090.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Software, Floppy Disks, Microcomputers

Identifiers—Apple IIGS, AppleWorks, Disk Formatting

This step-by-step guide to using AppleWorks V2.0 to format data disks for use with the Apple IIGS computer, includes program loading, selecting other activities, selecting a different disk or drive, selecting Disk 1, disk formatting, volume naming, using Disk 1 (Slot 6), formatting, using screen directions, exiting the format option, escaping the other activities option, and information storage. Twelve sample screen displays are included to illustrate the steps. (MES)

ED 313 010 IR 014 057

Higher Level Distance Education. Perspectives for International Cooperation and New Developments in Technology. Proceedings of the UNESCO International Consultation on High Level Distance Education (Geelong, Victoria, Australia, September 6-11, 1987).

United Nations Educational, Scientific, and Cul-

tural Organization, Paris (France).

Pub Date—Sep 87

Note—260p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Developing Nations, Distance Education, Educational Technology, Foreign Countries, Higher Education, International Cooperation

Identifiers—Deakin University (Australia)

These proceedings of a UNESCO conference on higher-level distance education begin with an overview of the topic by the UNESCO Secretariat which covers: (1) distance education in different contexts; (2) new technological aspects of distance education; (3) an assessment of distance education as related to specific aspects of higher education; (4) higher level distance education networks; (5) cooperation in higher level distance education; and (6) objectives of the UNESCO action plan. Two background papers dealing with world trends in higher distance education, opportunities for international cooperation, and media in distance education are included. Fifteen papers on distance education in the world are then presented, offering a range of views from 14 countries: Algeria, Australia, Cameroon, Canada, Costa Rica, Fiji, France, East Germany, Jordan, Nigeria, Thailand, the Soviet Union, Venezuela, and the United Kingdom. Six papers on developments in distance education at Deakin University (Australia) complete the collection. Biographical notes on contributors are included. (MES)

ED 313 011

IR 014 058

Lathrop, Ann. Ed.

The 1988-89 Educational Software Preview Guide.

Educational Software Evaluation Consortium, Menlo Park, CA.

Spons Agency—California State Dept. of Education, Sacramento.

Report No.—ISBN-0-8011-0749-0

Pub Date—88

Note—74p.; Developed by the Consortium at the California Software Evaluation Forum (Menlo Park, CA, May 9-12, 1988). For the 1986 preview guide, see ED 273 262; for a related curriculum guide, see IR 014 059.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$2.00 plus sales tax for California residents).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Courseware, Elementary Secondary Education, Instructional Material Evaluation, Microcomputers

This guide contains a list of commercially available microcomputer software programs for instructional use in preschool through grade 12 that has been favorably reviewed by the Educational Software Evaluation Consortium, which represents 29 organizations involved in computer education throughout North America. Only commercially available software is included. The guide is intended for use by educators to locate programs they may want to preview to determine its suitability for their instructional programs and students. Titles are listed under the following curriculum areas: art; business education; computers; electronic periodicals; health; instructional tools; keyboarding; language arts; library media skills; mathematics; music; preschool/early childhood; problem solving/logic; science; social science; tests and testing; vocational education/industrial arts; and world languages. Each entry includes the title, publisher, computer type(s), instructional modes, rating, grade levels, price, and a brief annotation. Titles are also listed alphabetically. A list of consortium participants and a directory of publishers are included. (MES)

ED 313 012

IR 014 059

Technology in the Curriculum. Resource Guide 1988 Update. A Guide to the Instructional Use of Computers and Video in K-12.

Spons Agency—California State Dept. of Education, Sacramento.

Report No.—ISBN-0-8011-0754-7

Pub Date—88

Note—81p.; Produced by the California Software Clearinghouse and the California Instructional

Video Clearinghouse. For related preview guides, see ED 273 262 and IR 014 058.

Available from—Publications Sales, California State Department of Education P.O. Box 271, Sacramento, CA 95802-0271 (\$3.50 plus sales tax for California residents).

Pub Type—Guides - Classroom - Teacher (052) — Book/Product Reviews (072) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Education, Computer Assisted Instruction, Computer Software Reviews, Courseware, Critical Thinking, Educational Objectives, Elementary Secondary Education, Language Arts, Mathematics Instruction, Microcomputers, Science Instruction, Second Language Instruction, Social Studies, Videotape Recordings

Identifiers—California, Instructional Video

This resource guide lists 47 computer software and 29 instructional video programs recommended for use in grades K through 12 to help teachers achieve the learning objectives set forth by their school districts and the State of California. Programs are organized in six curriculum areas: foreign language, history-social science, language arts, mathematics, science, and visual and performing arts. Most entries for software list the source, rating, grade level, focus, description/major objectives, program type (word processing, simulation, creative tool, etc.), support materials, equipment, price, copyright date, teacher preparation time/ease of use, implementation ideas, and classroom setting. Most instructional video entries list the producer, rating, grade level, length, copyright date, focus, description/major objectives, evaluation, support materials, and implementation ideas. Some entries for both types of media also list relevant objectives from the California curriculum under the following headings: setting/course, objectives, critical thinking (clarifying issues, judging/using information, and drawing conclusions), study/basic skills, values/beliefs, and social skills. A directory of publishers/producers and an alphabetical list of programs are included. This update is designed as a supplement to the original guides and the 1987 updates. (MES)

ED 313 013

IR 014 060

Conley, Donna

No System? No Software!

Pub Date—89

Note—18p.

Journal Cit—Setting the Pace. Official Journal of the Illinois Adult Educator's Association; v4 n1 p32-48 1989

Pub Type—Guides - Non-Classroom (055) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Bibliographic Utilities, Cataloging, Computer Assisted Instruction,

Courseware, Definitions, Evaluation Criteria, Facility Inventory, Filing, Learning Resources Centers, Library Acquisition, Media Specialists, Microcomputers, Subject Index Terms

Identifiers—Anglo American Cataloging Rules 2, OCLC, Software Evaluation

Noting that the computer software cataloging system at the media center of the Washington (Illinois) Center for Continuing Education is essentially a card catalog in notebook form, this article describes aspects of the development and utilization of the system. Major sections describe: (1) software cataloging system terminology; (2) steps for collecting software, including criteria for evaluating instructional software for purchase; (3) collection of data about the software; (4) organization of records in the file; and (5) storage, manipulation, and transmittal of data and software. The first of five addenda describes books and articles released by the Online Computer Library Center (OCLC) which provide guidelines for coding and tagging bibliographic records for entry into the OCLC database. Information on joining an OCLC user group is included. The second addendum presents factors to consider in establishing a media center; the third provides guidelines for evaluating instructional software; the fourth lists the fields included as bibliographic data on a record; and the fifth lists procedures for the acquisition, organization, storage, transmittal, and manipulation of nonbook materials. (GL)

ED 313 014

IR 014 062

Richardson, Linda B. Comp. And Others
Selecting, Evaluating and Creating Policies for

R1E APR 1990

Computer-Based Resources in the Behavioral Sciences and Education.

Pub Date—26 Jun 89

Note—14p.; Collection of conference handouts from the American Library Association/Association of College and Research Libraries Education and Behavioral Sciences Section, Dallas, TX, June 26, 1989.

Pub Type—Reference Materials - Bibliographies (131) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *Computer Software, *Evaluation Criteria, Higher Education, *Library Material Selection, Microcomputers, Online Systems, *Optical Data Disks, *Reference Materials, Reference Services

This collection includes four handouts: (1) "Selection Criteria Considerations for Computer-Based Resources" (Linda B. Richardson); (2) "Software Collection Policies in Academic Libraries" (a 24-item bibliography, Jane W. Johnson); (3) "Circulation and Security of Software" (a 19-item bibliography, Sara Elizabeth Williams); and (4) "Bibliography of Published Review and Selection Sources for Optical Disk and Computer Resources" (51 items, Kim Banks). A questionnaire for conference participants to rate the quality and relevancy of the presentation is also included. (MES)

ED 313 015

IR 014 065

Grandbastien, Monique. Morinet-Lambert, Josette. The Teaching and Learning Environment SAIDA: Some Features and Lessons.

Pub Date—2 Mar 89

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Science Education, *Computer System Design, *Expert Systems, Foreign Countries, Higher Education, Instructional Design, Problem Solving, *Programming

Identifiers—France, *Intelligent Tutoring Systems
Written in ADA language, SAIDA, a Help System for Data Implementation, is an experimental teaching and learning environment which uses artificial intelligence techniques to teach a computer science course on abstract data representations. The application domain is teaching advanced programming concepts which have not received much attention from developers of intelligent tutoring systems, such as data abstraction and efficient implementation choices. The first part of the paper explains why a knowledge base approach is particularly suitable for this domain and briefly describes the architecture of the system. Part two presents a typology of the system's users and outlines the various SAIDA functions provided for each kind of user. The third part describes the importance of a meaningful structure of the knowledge domain and discusses several issues which emerge from the construction of knowledge bases for educational purposes. (5 references) (GL)

ED 313 016

IR 014 066

Wilson, Tom

Who Designs What, for Whom, Why and How? Some Preliminary Thoughts on Instructional Design and Educational Ideologies.

Pub Date—Mar 89

Note—30p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cultural Education, Educational Objectives, *Educational Philosophy, Educational Theories, *Ideology, *Instructional Design, *Progressive Education, *Romanticism

Identifiers—*Critical Theory

The meaning of instructional design is explored as it relates to four ideological aims of education: The Cultural Transmission; The Romantic; The Progressive; and The Critical. Definitions of "instructional design" and "ideology" are first presented, and the four ideologies are briefly described. A heuristic (in matrix format) is then presented to indicate the relationship of instructional design to each of the ideologies in terms of who designs, what is designed, for whom it is intended, why do it, and how it should be done. It is argued that the use of instructional design is ethically justified only if it meets certain criteria most associated with the critical position. (GL)

ED 313 017

IR 014 067

Chute, Alan G. Shatzer, Linda S.

Designing for International Teletraining.

Pub Date—May 89

Note—7p.; Paper published in International Teleconference Association 1989 Yearbook, May 1989. For a related report, see IR 014 068.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Awareness, *Cultural Context, *Distance Education, Global Approach, Information Technology, *Instructional Design, Instructional Development, Job Training, *Telecommunications, *Teleconferencing

Identifiers—Audiographics, Audio Teletraining, Hofstede (Geert), Video Teletraining

The ability to bridge together geographically-distant populations for training is made possible through teletraining, a human performance system which integrates telecommunications into the planning, design, and delivery of training programs. Typically, teletraining uses standard telephone lines or digital communication services to provide interactive audio, audio-graphic, and video programs that are viewed at all locations on the teleconference. (As few as two locations and as many as 100-plus locations have participated in international teleconferences.) The value of saving the cost of travel time increases its appeal, and linking experts to learners globally has many benefits. However, a successful teletraining experience requires appropriate awareness of cultural differences and instructional design strategies as well as adequate preparation for the technical support required to deliver the course. Audio teletraining, audiographic teletraining, and video teletraining are described, the advantages and disadvantages of each are discussed, and guidelines for the design and development of teletraining programs are provided. Cultural considerations in designing international distance education environments, based on Geert Hofstede's model, are also considered. A description of an international teletraining program, which was held as part of the 1988 convention of the Association of European Correspondence Schools in Istanbul, Turkey, concludes the paper. (5 references) (GL)

ED 313 018

IR 014 068

Chute, Alan G. Balhazar, Lee B.

An Overview of Research and Development Projects at the AT&T National Teletraining Center.

Pub Date—Sep 88

Note—17p.; For a related paper, see IR 014 067.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administration, *Cost Effectiveness, Curriculum Development, *Distance Education, Information Technology, Instructional Design, *Instructional Effectiveness, Job Training, Professional Development, Research and Development Centers, Student Attitudes, *Technology Transfer, *Teleconferencing

Identifiers—*American Telephone and Telegraph Company, Audiographics, Audio Teleconferencing, Video Teleconferencing

Research and development projects at the AT&T (American Telephone and Telegraph Company) National Teletraining Center (NTC) are geared toward increasing understanding of the various psychological, sociological, ergonomic, and environmental factors involved in teletraining, and toward improving the ability to manage the distance learning environment effectively. This paper presents a retrospective look at five years of learning from teletraining, with an emphasis on student learning outcomes and on what distance educators have learned about the design and management of teletraining systems. Included are: (1) a description of teletraining systems; (2) a definition of teletraining; (3) a discussion of the instructional effectiveness of the medium, including reviews of studies on students' achievement outcomes, acceptance of teletraining, and expectations; (4) a cost-benefit analysis of the medium; (5) an outline of course and curriculum development activities of the NTC; (6) a list of instructor competencies required for teletraining; (7) descriptions of media attributes; and (8) system implementation guidelines. Future research directions are discussed.

(27 references) (GL)

ED 313 019

IR 014 069

Instructional TV & Audio Resources, 1989-90. ITV

Brings the World into Our Classroom.

South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.

Pub Date—89

Note—319p.; For a related curriculum guide, see IR 014 071.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Audiotape Recordings, *Basic Skills, Catalogs, *Educational Television, Elementary Secondary Education, Programming (Broadcast), *Television Curriculum

Identifiers—*South Carolina Educational Television

This catalog of instructional television and audio resources includes: (1) an alphabetical listing of available television programs; (2) instructional television schedules for both open circuit and closed circuit networks; (3) an instructional television curriculum overview; (4) lists of district-operated distribution centers; (5) information on consultants and field technical services; (6) a Basic Skills Assessment Program reference table; (7) a listing of new and revised resources for 1989-90; and (8) a listing of instructional audio materials classified by grade level with instructions for acquiring duplicates of programs. The main body of the catalog, a listing of available television programs, is categorized by the following subject areas: language arts; foreign language; mathematics; science and environmental studies; social studies; art; music; physical education, health and safety; vocational and career education; and computer education. Information on each program includes title, recommended grade level, running length and number of lessons, a description of program content, a statement on restrictions for program use, and, for programs that address basic skills development, a statement of how the program can be integrated into the Basic Skills Assessment Program. An order form is included for requesting additional copies of the catalog. (GL)

ED 313 020

IR 014 070

Staff Development Resources, 1989-90. ITV Connection.

South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.

Pub Date—89

Note—163p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrators, Audiotape Recordings, Catalogs, *Educational Television, Elementary Secondary Education, *Faculty Development, Guides, Inservice Education, Orientation Materials, *Programming (Broadcast), *Staff Development

Identifiers—*South Carolina Educational Television

This staff development resource guide includes listings of television and radio broadcasts categorized by topical emphasis. Television program topics include: administration; adult education; arts; career education; certificate-renewal credit courses; college credit courses; computer education and new technology; custodial training; early childhood education; education of the handicapped; food services; guidance; health, physical education and safety; human relations; individually guided education; instructional television and audio utilization; language arts; library/media center; mathematics education; music education; parent education; science; social studies; teacher certification; teaching techniques; television production techniques; testing programs; vocational education; and youth at risk. Radio program topics are: administration; adult education; arts; classroom management; discipline; early childhood education; education of the handicapped; environmental education; gifted and talented; health; human relations; library/media center; parent education; social studies; teaching techniques; and youth at risk. A broadcast schedule and information on running time is provided for each program, along with a brief description of program content. The guide also includes information on district-operated distribution centers and procedures for obtaining audiotapes of radio broadcasts from the South Carolina Department of Education's Audio-Visual Library. A form for requesting additional copies of the

resource guide is also included. (GL)

ED 313 021

IR 014 071

ITV Resources in the Defined Minimum Program.

1989-90 Curriculum Guide.

South Carolina State Dept. of Education, Columbia.

Office of Instructional Technology.

Pub Date—89

Note—55p.; For the 1988-89 edition, see ED 301

164; for a related resource guide, see IR 014 069.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, *Basic Skills, Competency Based Education, *Curriculum Development, Curriculum Enrichment, *Educational Television, Elementary Secondary Education, *Minimum Competencies, Programming (Broadcast), *Resource Units, State Curriculum Guides, *Television Curriculum

Identifiers—Basic Skills Assessment Program, *South Carolina Educational Television

This curriculum guide is intended for use by superintendents, district directors of instruction, curriculum writers, principals, and teachers in identifying instructional resources that will aid their schools in meeting specific requirements of the Defined Minimum Program and objectives of the Basic Skills Assessment Program. It also aids in the selection of those resources that will help classroom teachers meet learning needs identified by curriculum consultants of the Department of Education to be of significant concern in South Carolina schools.

A listing of program titles by skill area—reading, writing, mathematics, and science—indicates the continuing objectives of the programs as they relate to the Basic Skills Assessment Program. The main body of the catalog provides descriptions of programs for the following subjects: language arts; foreign language; mathematics; environmental studies; art; fine arts; music; drama and dance; physical education, health and safety; driver education; substance abuse; guidance; career education; business education; home economics; trades and industrial education; computer education; and education for the handicapped. The descriptions are grouped by grade level (elementary, middle-junior high, and secondary) and are matched to curriculum needs. An order form is included for requesting additional copies of the guide. (GL)

ED 313 022

IR 014 072

Eggle, Margie

Operational Overview and Procedures Manual of the Rutgers University Library Annex Storage Facility.

Rutgers, The State Univ., New Brunswick, N.J. Univ. Libraries.

Pub Date—89

Note—15p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cataloging, College Libraries, Guidelines, Higher Education, Indexing, Information Services, *Library Administration, *Library Collections, Library Facilities, *Library Material Selection, Library Personnel, Library Services, Library Technical Processes

The Rutgers University Library's Annex, a compact library storage facility opened in 1982, is designed to house approximately one-half million volumes of varying sizes, including monographs, serials, and containerized items in permanent storage boxes. By using the high density, economical storage at the annex for little-used library materials, space is made available in the university's library buildings for more frequently used materials. Even though materials have been relocated to the annex they continue to be available for either on-site patron use or more commonly, for delivery to another university library. This procedures manual describes the physical layout of the building, stack organization, the cataloging system used in the annex, selection criteria for materials to be stored at the annex, circulation policies, and patron facilities and services. (GL)

ED 313 023

IR 014 074

Elliot, Alison

Computers and Curriculum: Productive Partnerships in Learning.

Pub Date—Jul 89

Note—5p.; Paper presented at the Curriculum '89 Conference (Canberra, Australia, July 1989).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Courseware, *Curriculum Development, Elementary Education, Foreign Countries, *Instructional Improvement, Microcomputers, *Technology Transfer

Identifiers—Australia

Observations in Australian classrooms suggest that for most teachers the content and method of curriculum has changed little as a result of the proliferation of new information technologies. In many instances there has been considerable resistance and reluctance to embrace the use of new technologies to support the teaching and learning process. This paper addresses issues related to the appropriateness of computer-based learning experiences in terms of a curriculum agenda for elementary schools. It presents a case for viewing computers as children's personal information handling tools to facilitate control of their learning environments and to enhance the process of learning, and argues that developing an alternative perspective on the role of computers in schools begins with viewing the computer as a tool to support children's learning efforts within traditional curriculum areas. This requires software that is both generic (known as application, productivity, or tool software) and content specific. (GL)

ED 313 024

IR 014 077

Zollman, Alan And Others

Effects of Computer-Assisted Instruction on Reading and Mathematics Achievement of Chapter 1 Students.

Pub Date—31 May 89

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Courseware, Disabilities, Elementary Education, *Individualized Instruction, *Instructional Effectiveness, *Intermode Differences, *Mathematics Achievement, Pretests Posttests, *Reading Achievement

Identifiers—*Education Consolidation Improvement Act Chapter 1, Metropolitan Achievement Tests

Two parallel studies were conducted to determine whether students' achievement in reading and/or mathematics would be affected by the use of Education Systems Corporation (ESC) Software for Chapter 1 students. Students in the experimental groups used the software twice a week during a period of one school year, with 361 Chapter 1 students in grades 2 through 6 taking part in the reading study, and 420 students in grades 4 through 6 participating in the mathematics study. Approximately one-half of the students included in the reading study also participated in the mathematics study. The Metropolitan Achievement Test (MAT) Mathematics and Reading Surveys were administered using a pretest posttest design to determine any differences between the control group and the experimental group in each study. An analysis of the MAT Reading Survey and MAT Mathematics Survey results showed statistically significant positive gains for the Chapter 1 students who worked with the ESC software, and that these gains were significantly greater than those of students in the control group. (12 references) (GL)

ED 313 025

IR 014 079

Hale, Robert And Others

Electronic Learning.

Connecticut Association of Secondary Schools, Hamden.

Pub Date—Sep 88

Note—26p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, *Databases, *Distance Education, Elementary Secondary Education, Equal Education, *Information Retrieval, Interactive Video, Media Specialists, *Online Searching, Program Descriptions, *Telecommunications

Identifiers—DIALOG, Dow Jones News Service, EINSTEIN (Online Service), Interactive Audio, Interactive Television, Wilsearch

The Connecticut Association of Secondary Schools has worked with the Elementary and Middle School Principals Association of Connecticut, the State Department of Education, and the Connecticut Principals' Academy to bring to the awareness of administrators throughout the state new developments in electronics technology that have

significance for educators. Four efforts to offer one-day conferences have failed because of insufficient enrollment. This two-part monograph presents much of the information that the conference was intended to present. Focusing on distance education, the first part provides background information on the delivery method and descriptions of distance education projects throughout the state, including the application of specific technologies, i.e., interactive video, interactive audio, and interactive television. The second part, which addresses online data retrieval skills, focuses on four different online services that are currently in use in some Connecticut schools: Dow Jones News Service, DIALOG, WILSEARCH, and EINSTEIN. Names and addresses of contact persons in selected schools and addresses of the online database service companies are appended. (GL)

ED 313 026

IR 014 080

Naidu, Som

Faculty Involvement in Instructional Materials Development for Distance Study at the University of the South Pacific.

Pub Date—[87]

Note—16p.

Journal Cit—Distance Education; v8 n2 p176-89 1987

Pub Type—Journal Articles (080) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Planning, *Distance Education, Foreign Countries, Instructional Design, Instructional Development, *Material Development, Questionnaires, *Services, *Teacher Attitudes, Teamwork, Time Management

Identifiers—*University of the South Pacific (Fiji)

As a regional institution serving the needs of 11 different island nations of the South West Pacific, the University of the South Pacific (USP) is, along with its on-campus face-to-face teaching activity, deeply committed to and reliant on distance study methods. Both of these activities at the university are the principal responsibility of a single body of teaching staff. This investigation, through the means of a structured questionnaire, studied the involvement of members of the university's teaching staff in instructional materials development for distance study. It inquired into the time they spent on such activity, their levels of satisfaction with the materials they produced, their preferences with regard to teaching and instructional materials development strategies, and their views on how the process of instructional development at the university could be improved. Responses revealed a rather unsatisfactory picture with requests for more time for materials development, better coordination and planning, greater consultation among colleagues, and adequate support services in instructional materials development for distance study. There was concern and consensus about the need for instructional materials developers to be adequately familiar with the USP region and the students for whom the materials are intended. Some respondents suggested that course writers, prior to developing instructional materials, be allowed to spend time in the region becoming familiar with the local learning context. Among the less frequently mentioned suggestions was that prospective course writers be sent abroad for short-term training courses in distance education and instructional materials development for distance teaching. (Author/GL)

ED 313 027

IR 014 081

A Legal Guide for the Software Developer.

Minnesota Small Business Assistance Office, St. Paul.

Spons Agency—North Carolina Univ., Chapel Hill. Commission on Higher Education Facilities.

Pub Date—Sep 88

Note—57p.; A collaborative effort of the Minnesota Small Business Assistance Office and Merchant, Gould, Smith, Edell, Welter & Schmidt, P.A. Available from—Minnesota Small Business Assistance Office, 900 American Center Building, 150 East Kellogg Blvd., St. Paul, MN 55101 (free while supply lasts).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Software, *Copyrights, *Intellectual Property, *Legal Responsibility, *Patents

Identifiers—*Software Development

This booklet has been prepared to familiarize the inventor, creator, or developer of a new computer software product or software invention with the ba-

sic legal issues involved in developing, protecting, and distributing the software in the United States. Basic types of software protection and related legal matters are discussed in detail, including patent protection, copyright protection, trade secret protection, protective legends, trademark protection, acquisition of rights in software, and distribution of software. An example is provided to illustrate the application of these basic types of protection and related legal matters to the development of a hypothetical spreadsheet software product. (GL)

ED 313 028 IR 014 082

Hodgson, Vivien, Ed. *And Others*
Open Learning in the Community. A Collection of Conference Papers (Lancaster, England, March 1988).

Cumbria Education Dept., Carlisle (England).
Pub Date—88

Note—99p.; Uneven type density/small print may affect legibility.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Administrator Education, *Adult Education, Bureaucracy, *Community Education, *Community Relations, Continuing Education, *Distance Education, *Education Work Relationship, Foreign Countries, Information Technology, Job Training, *Open Education, Refugees, Secondary Education, Staff Development

Identifiers—*United Kingdom

The 18 papers presented at the conference reported in this document are grouped into four major sections. The first section, on the nature of open learning, includes "How Open Is Open Learning?" (H. Temple); "Open Learning and Community" (I. Cunningham); "Are We Really Open-With Our Learners and Ourselves?" (W. J. K. Davies); "Cross-Cultural Differences in the Perceptions of Open and Distance Learning in Britain and France" (D. Osborne and G. Lee); "The Production and Distribution of Knowledge through Open and Distance Learning" (S. Fox); and "Open to Question: Opportunities in Adult Basic Education" (J. Sanders). Papers in the second section, which considers open learning in the workplace, are: "A Paradox? Open Learning in a Bureaucracy" (S. Rose and R. Parker); "Open Learning within the Community of the Workplace" (M. Benwell and P. Hughes); "The Role of an External Support Centre in Supporting In-Company Learning Initiatives" (F. Crittgen); "Using Open Learning to Aid Management Development in the National Health Service" (D. Fisher and J. Durose); and "Increasing the Openness of Learning at Work" (R. Snell). The third section contains the following papers on open learning in practice: "Facilitation in Learner-Centred Programmes: A Self-Managed Learning Perspective on Co-Set Advising" (J. Cooper and A. Mailer); "Preparing a Study Guide to a Course Text Book" (A. Baker); "The Open University and Open Learning" (M. Richardson); "The Open University/Manpower Services Commission Community Programme-Barefoot Educators" (A. Ballard); "The Education of Refugees in Africa: The Role of Open and Distance Learning" (T. Dodds); "Embedding Open Learning in Public Sector Further Education" (C. McAllister); and "Replan Open Learning Enterprise (ROLE): West Cumbria" (D. Dunstan). A list of contributors to the conference is appended. (GL)

ED 313 029 IR 014 083

Miller-Jacobs, Sandy
A Process Approach to Writing with a Computer.
Pub Date—87

Note—6p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Software, Editing, Elementary Secondary Education, Prewriting, Special Education, *Word Processing, *Writing Instruction, *Writing Skills

Identifiers—*Process Approach

The word processor helps teachers to use the process approach to writing. In using the word processor, the teacher can create tasks on the computer to assist students during each step of the writing process, i.e., prewriting or idea processing, drafting or writing, revising/rewriting or editing, and the publishing process or communicating. Ideas presented for using the word processor for each of these tasks can be adapted to match the student's age, interests,

and ability level, and attention is given to the special needs student in the classroom. (4 references) (GL)

ED 313 030 IR 014 084

Hill, James R.
A Software Defined Integrated T1 Digital Network for Voice, Data and Video.

Pub Date—89

Note—9p.; Paper presented at the Annual Meeting of the American Association for Community and Junior Colleges (Washington, DC, March 29-April 1, 1989).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Cost Effectiveness, *Distance Education, Educational Planning, *Information Networks, Information Technology, Office Automation, Program Descriptions, *Telecommunications, *Teleconferencing, Teleconferencing, Two Year Colleges

Identifiers—*Dallas County Community College District TX

The Dallas County Community College District developed and implemented a strategic plan for communications that utilizes a county-wide integrated network to carry voice, data, and video information to nine locations within the district. The network, which was installed and operational by March 1987, utilizes microwave, fiber optics, digital cross connect and T1 technology to provide the first software-defined educational network to merge all three technologies into one common digital pipeline. The plan included provisions for planning and installation of new digital switches for voice, a packet switched-wide area network for data, and compressed video codes for video teleconferencing and instruction. This report describes: (1) the development of the strategic plan; (2) the technology procurement process; (3) the process of planning for installation; and (4) the installation and implementation events. (Author/GL)

ED 313 031 IR 014 085

Abreu, Jose Luis *And Others*
Software Tools: EPICUR.
Pub Date—88

Note—9p.

Pub Type—Computer Programs (101) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Authoring Aids (Programming), *Computer Assisted Instruction, *Computer System Design, *Courseware, Elementary Secondary Education, Instructional Design, Programming Languages

EPICUR (Integrated Programming Environment for the Development of Educational Software) is a set of programming modules ranging from low level interfaces to high level algorithms aimed at the development of computer-assisted instruction (CAI) applications. The emphasis is on user-friendly interfaces and on multiplying productivity without loss of quality. EPICUR has been designed and developed using modern techniques of software engineering. Version 2.0 of EPICUR is being implemented in JPI TopSpeed Modula-2 and in Turbo Pascal 5.0, under the MS-DOS operating system. It is noted that many of EPICUR's tools are general enough to be used by a wide range of programmers. This paper describes the features of EPICUR and provides two examples to illustrate the procedures for producing basic graphics and text. The paper concludes with a description of ELECTRA, an application of EPICUR in which the basic idea is to establish relations between objects. (Author/GL)

ED 313 032 IR 014 086

Hummel, Thomas J. *Batty, Carol M.*
A Comparison of Computer Simulation and Video-Taped Roleplays as Instructional Methods in the Teaching of Specific Interviewing Skills.

Pub Date—Mar 89

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Simulation, *Counseling Techniques, *Intermediate Differences, Multivariate Analysis, Nursing Education, Pretests Posttests, *Role Playing, *Videotape Recordings

Identifiers—Helping Skills Verbal Response Inven-

tory

This study compared the effectiveness of computer simulation with that of traditional videotaped role playing in a helping skills course for nurses. Subjects were 78 nursing students at the University of Minnesota's School of Nursing who enrolled in a helping relationships course during either the winter or spring quarter of 1987. During each quarter, two instructors offered two sections each of the helping relationships course. Within each combination of quarter, instructor, and section, students were randomly assigned to receive either videotaped role play followed by the computer simulated roleplay, or the computer simulation followed by the videotaped role play. This resulted in a 2x2x2x2 generalized randomized block design. Students were tested at three time points while they counseled a coached client: after the didactic portion of the course, after the first role play, and after both role plays. Audio recordings of each testing session were made. After the third test, the tapes were given in random order to an external rater who was certified to use the Helping Skills Verbal Response Inventory (HSVRS) by its authors. The dependent variables were 6 of the 10 available rating categories on the HSVRS: (1) affect; (2) content; (3) open questions; (4) closed questions; (5) advice; and (6) influence. A 2x2x2x2 multivariate analysis of variance (MANOVA) was carried out separately on each set of gain scores. The video role play was found to be somewhat more effective than the computer simulation in the development of helping skills. This advantage, however, is dependent upon the skill of the instructor who provides the videotape feedback. (30 references) (GL)

ED 313 033 IR 014 087

Sanders, William V.
CAI and CMI Methods for Teaching Business Statistics Using COMPENSTAT.

Pub Date—[Mar 88]

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, Business Administration Education, Business Education Teachers, *Computer Assisted Instruction, *Computer Managed Instruction, *Computer Software, Correlation, Higher Education, Regression (Statistics), *Statistical Analysis, *Student Evaluation

COMPENSTAT, a menu-driven statistical program for IBM-compatible microcomputers, has two distinct versions: instructional and computational. The instructional version can be used by instructors as a classroom resource, and the computational version is used directly by students to calculate answers to problems. The software package is primarily used as an assignment generating and problem solving tool. Each student in a class is assigned unique data for a problem type. Since all data sets generate different answers, students can help each other learn but cannot simply copy answers. The instructor is not burdened with extra work, since each student's assignment is followed by a personalized answer key on which the student's answer is computed. An answer sheet is even provided to organize students' responses for easy checking. This paper provides instructions for using the menu-driven features of COMPENSTAT in a business statistics course including diagrams of the menu options, which facilitate building, viewing, or modifying data sets; generating individualized assignments for students in a class; and performing statistical calculations (e.g., frequency distributions, descriptive statistics, probability distributions, confidence intervals, hypothesis testing, chi-square and ANOVA, index numbers, regression and correlation, and nonparametric statistics). Examples of a COMPENSTAT answer sheet and statistical problems on regression, correlation, and ANOVA are also provided. (GL)

ED 313 034 IR 014 088

Norton, Robert E. *Stammen, Ronald M.*
Using Computer Conferencing Techniques To Maximize Student Learning.

Pub Date—Jun 89

Note—14p.; Paper presented at the Mid-America Individualized Instruction Conference (Ames, IA, June 11-14, 1989).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Distance Education, Instructional Materials, Pilot Projects, Postsecondary Education, Staff Development

opment, *Teleconferencing, Vocational Education, Workshops
Identifiers—*Consortium Develop Professional Materials Voc Educ

The Consortium for the Development of Professional Materials for Vocational Education at Ohio State University was organized in 1978 for the purpose of developing high-quality curriculum materials for training leadership personnel in vocational and technical education in the United States, and to pilot test and demonstrate new instructional delivery technologies and strategies. The pilot project described in this report was developed at the Center on Education and Training for Employment in Columbus, Ohio, and is being field tested in Arkansas, Florida, and Pennsylvania (member states of the consortium). This report includes: (1) a brief introduction which provides background information on computer conferencing and the development of the pilot project; (2) a discussion of how computer conferencing works; (3) brief descriptions of the adaptation of computer conferencing from business to higher education and the stages of the pilot project, i.e., general orientation, coordinating the work of other units from within the Ohio State University, and monitoring the pilot testing; and (4) descriptions of a computer conferencing workshop and staff development program developed by the consortium for use in training others. Names and addresses of project sponsors and vendors and a "map" of computer conferencing procedures are appended. (8 references) (GL)

ED 313 035

IR 052 834

Hawkins, Nancy, Ed.
Teaching Information Skills.
Victoria Education Dept. (Australia).
Report No.—ISBN-0-7306-0907-3
Pub Date—87
Note—31p.

Available from—Saint Praharn School Support Centre, 226 Dandenong Road, East Kilda, PO Box 88, Balclutha 3183, Australia.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage. FC Not Available from EDRS.

Descriptors—Course Integrated Library Instruction, *Curriculum Development, Elementary Secondary Education, Foreign Countries, *Library Skills, Notetaking, *Research Skills, Teaching Methods

Identifiers—Australia, *Information Skills

This booklet provides a framework within which information skills may be taught. Four broad categories of information skills—identifying and locating information sources, information intake, organizing information, and communicating information—are described. The development of an information skills policy which includes a sequential list of specific skills, allocation of teaching of skills to particular staff, and guidelines on assignments is discussed. Four common approaches to the teaching of information skills (the formal-unrelated, formal-related, functional-incidental, and integrated approaches) are summarized. A guide for teaching information skills which includes nine questions to be considered in completing an information search is presented and related to the four categories of information skills. Each of the nine steps is then explained in more depth. Detailed strategies for teaching the following particular skills are suggested: (1) extracting information from library materials; (2) writing an assignment; (3) report writing using data charts; and (4) using print materials in a school library. Four references are listed, and a chart of a six-stage sequence for the development of the following 16 specific information skills is appended: following instructions, formulating questions, locating information, extracting information from visual sources, extracting information from aural sources, using personal experiences, sequencing, classifying, key words, main idea, detailing/verifying, skimming/scanning, summarizing, considering alternatives, drawing conclusions, and predicting outcomes. (MES)

ED 313 036

IR 052 838

House, Connie
National Institute on Library Service to Jail Populations. Final Report.
Association of Specialized and Cooperative Library Agencies, Chicago, IL.
Spons Agency—Office of Libraries and Learning Technologies (ED), Washington, DC.
Pub Date—Aug 80
Grant—G007900216

Note—116p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Federal Programs, *Library Services, *Prison Libraries, Program Evaluation, Questionnaires, *Workshops

This final report of the National Institute on Library Service to Jail Populations begins with a discussion of project implementation related to objectives and procedures, the project planning committee, publicity and promotion, and other significant features and activities. The impact of the project and possible future activities are considered. The evaluator's report, which includes the following areas, is then presented: project objectives; a pre-questionnaire sent to institute participants; program content/workshop design; follow-up questionnaires; and recommendations for future activities. Appended materials, which make up the greater part of this report, include: (1) a directory of institute participants; (2) a directory of trainers and resource people; (3) a copy of the institute program; (4) a directory of institute exhibitors; (5) public relations materials and activities; (6) a directory of planning committee members; (7) preliminary information on applicants, training objectives, training design, and participant selection criteria; (8) an advisory group directory; (9) evaluation forms; (10) a plan of service form; and (11) the table of contents of "Workshops for Jail Library Service: A Planning Manual." (MES)

ED 313 037

IR 052 938

Mika, Chris
Libraries in Transition: Institutional Issues.
Pub Date—[Mar 85]

Note—8p.; Paper presented at the Annual Meeting of the Michigan Academy of Science, Arts, & Letters (89th, East Lansing, MI, March 22-23, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *Database Management Systems, *Library Automation, *Library Circulation, Library Expenditures, Library Instruction, Library Personnel, *Library Planning, *Library Technical Processes, Online Catalogs

Computers have had a tremendous impact on library services as automation has affected every aspect of library activity. Automated systems may be viewed as either internal, intermediate, or external, and different factors must be considered in planning for various types of systems. Internal systems, which are used only by library personnel, handle serials management and acquisitions. The main considerations involved in implementing them are funding for the system and the training of library personnel. Intermediate systems are more visible to the public than internal systems, and include the circulation system and cataloging. Major considerations in implementing this type of system are the same as for internal systems, with such additional factors as patron instruction and system promotion. External systems involve groups from outside the library (e.g., patrons), and include reference services and library collections. Considerations for implementing this type of system involve the same factors as internal and intermediate systems, but also encompass issues of cooperative planning with the library, faculty, and students, because the success of external systems pivots around some form of consensus among the affected parties. (SD)

ED 313 038

IR 052 939

Nussbaum, Ruth, Comp.
Library and Information Services to Persons with Disabilities. Reference Bibliography No. 89-1.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Pub Date—Jun 89

Note—15p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Disabilities, *Library Services

This annotated bibliography lists 51 items that are of national interest and reflect contemporary programs and practices in library and information services to individuals with disabilities. Most books and articles cited have been published since 1983. Other bibliographies and reference circulars available from the Library of Congress's National Li-

brary Service for the Blind and Physically Handicapped are also listed, along with an address for ordering. (MES)

ED 313 039

IR 052 940

Anderson, Elaine And Others
Online Information Retrieval. Teaching Electronic Access in the Curriculum.

Wisconsin Educational Media Association, Madison.

Pub Date—89

Note—124p.

Available from—Wisconsin Educational Media Association, 5406 Whitcomb Drive, Madison, WI 53711 (1-5 copies, \$15.00 each, prepaid).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—*Access to Information, *Curriculum Development, *Databases, Elementary Secondary Education, *Information Systems, Learning Resources Centers, Media Specialists, *Online Searching, School Libraries, *Search Strategies, Telecommunications

The electronic information access skills outlined in this guide for teachers and library media specialists expand the online searching skills discussed in the previous Wisconsin Educational Media Association handbook, and further delineate skill development in this crucial area. This publication is designed to serve as a broad planning and implementation guide for the establishment of an electronic information access instructional program and/or service in a school setting. After a short introduction to electronic access skills, separate chapters discuss the concept of databases as the foundation of electronic communication and supply specific information about going online. It is noted that, although the text is primarily targeted for teachers and media specialists, many portions may be appropriate for developing program proposals or inservice activities for teachers, administrators, and board members. Eight appendices provide additional information on online searching and samples of forms and worksheets, and resource lists include books, journal articles, video and slide resources, computer software, newsletters, and selected journals. Eight pages of masters for overhead projector transparencies are also provided. (SD)

ED 313 040

IR 052 941

Ador, Margaret H.
Orienting New Faculty Members to the Library Media Center.

Pub Date—Jul 89

Note—11p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Programs, Course Integrated Library Instruction, Curriculum Development, *Learning Resources Centers, Library Services, *Media Specialists, Policy, School Libraries, *Teacher Orientation, Users (Information)

This report describes a program proposed by a library media specialist at the Titusville (New York) Middle School to encourage the use of the media center by teachers. The media specialist recognized that, although she spent a great deal of time and effort thoroughly orienting and instructing student patrons, no formal mechanism existed for familiarizing teacher patrons who would particularly profit from it, e.g., a teacher reassigned to this school from another building or a recent college graduate. The media specialist identified several benefits of introducing teaching staff to the library, including the facilitation of cooperative curriculum planning, and general promotion of use of the library. The professional literature was consulted to explore methods for orienting other adult users in libraries; it was determined that the most effective program would allow new staff members to learn about the library over an extended time period while adjusting to their new situation. The program would be activated after a meeting in which the following policies and processes were discussed: interlibrary loan; circulation and reserve; recommending, budgeting, ordering, and processing materials; use of community resource people and libraries; joint classroom-library planning and teaching; and study hall procedures. Follow-up discussions and program evaluation, felt to be necessary to ensure future success, are also planned. A map of the library to be handed out at the initial meeting and an agenda for such a meeting are appended. (7 references) (SD)

ED 313 041

IR 052 942

Compton, Mary L.

A Study of the Information Resources and Library Services Used by Doctoral Students in Science Education at the University of Georgia.

Pub Date—89

Note—134p.; Masters Thesis, University of Georgia.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Bibliographic Utilities, *Doctoral Programs, *Graduate Students, *Information Retrieval, *Library Services, Questionnaires, *Research Skills, Research Tools, *Science Education, Users (Information), Use Studies

A questionnaire was distributed to a population of science education doctoral students to collect data about the role of the library in providing information resources needed by doctoral students in science education (both Ed.D. and Ph.D.) at the University of Georgia. Doctoral students were selected for the study because they will eventually teach potential scientists and science educators and perform research in science education, and will probably be the heaviest library users in their discipline with the exception of the faculty. Knowledge about how and where to locate the information they require for research and instruction is essential for them to competently perform their role as educators. It was found that the student group: (1) relied primarily on manual searches of indexes and abstracts, journals, and citations; (2) used traditional print materials extensively (i.e., books, periodicals, and textbooks); (3) obtained materials directly from the library, rather than using alternate methods such as interlibrary loan, with the most frequently used alternative method being borrowing from faculty or colleagues; (4) thought that an online catalog would have been useful to them when writing their dissertations; and (5) used very similar strategies for identifying and obtaining information during their coursework and the dissertation phases. A copy of the questionnaire and sample correspondence with the participants are appended. The text contains 48 tables. (27 references) (SD)

ED 313 042

IR 052 944

Moore, Cathy

Bulletin Boards for Libraries. How Bulletin Boards Work and How You Can Set One Up in Your Library. New Tech Report 5.0.

Council of Wisconsin Libraries, Madison.

Pub Date—88

Note—64p.; A product of the New Technologies Information Series project.

Pub Type—Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Information Services, Computer Software Reviews, *Electronic Mail, *Information Networks, Interactive Video, Interlibrary Loans, Microcomputers, Public Libraries, *Telecommunications

This report describes library applications of electronic bulletin board systems (BBS), i.e., telecommunications software designed to receive incoming calls from other computer systems. It begins by explaining the basics of a BBS; describing a typical configuration, i.e., a microcomputer and a modem connected to standard phone line bulletin board software; and providing a step-by-step example of an exchange of information using a BBS. The advantages of sending information via a BBS rather than over telefacsimile are then discussed, together with the differences between a BBS and an electronic mail system. Special features of the BBS are described, including public announcements stored in text files, help screens, expert and novice modes, security features, conferences, and message threading. The advantages of a multitasking program are discussed, and useful applications of a BBS in a library are suggested, including interlibrary loans, answering reference questions, and providing public bulletin boards to announce library activities or to attract professionals to the library with current information about microcomputers. Specific instructions for setting up a BBS are followed by some advice on making use of the system once it is set up. Annotated listings of BBS software programs, microcomputer-based electronic mail programs, and programs that create interlibrary loan requests for transmission are included, as well as a glossary of

terms and a list of suggested readings. (SD)

ED 313 043

IR 052 945

Collection Development Policy: Government Publications and Maps Department, Federal Depository Collection (Excluding Maps).

Miami Univ., Coral Gables, FL. Otto G. Richter Library.

Pub Date—24 Oct 88

Note—10p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *Administrative Policy, *Depository Libraries, *Government Publications, Higher Education, *Library Collection Development, Library Material Selection, Library Services, Maps, Position Papers, User Needs (Information)

The collection and service policy of the federal depository collection at the University of Miami in Florida is designed to address the needs of the university, business, agricultural, legal, and medical communities, as well as the needs of citizens in the 19th Congressional District. Circulation, online searching, and reference/information services are available to anyone, and the selection of depository items is coordinated with other area depositories in southeast Florida. The collection policy focuses on research needs, although the needs of the community outside the university are also considered. As appropriate, depository items are distributed among several university libraries to meet the needs of the clientele (e.g., the Law Library); however, serial runs and series are generally not split up. Special attention is given to the treatment and preservation of maps, an integral part of the collection. The library maintains a fund to replace publications deemed lost, and its policy encourages the replacement of paper materials with microform or machine readable information whenever possible, both as a preservation measure and to conserve space. The collection intensity levels—"Comprehensive," "Selective," "Limited," or "Not Selected"—are listed for various types of materials by format and agency, and by Superintendent of Documents classification numbers (SuDocs) and issuing agency. (SD)

ED 313 044

IR 052 946

Ellsberry, Susan H. And Others

Cooperative Project To Develop a Database of Discipline-Specific Workbook Exercises for Agricultural and Biological Engineering, Entomology, and Biological Sciences Courses.

Pub Date—26 Jun 89

Note—10p.; Paper presented at the American Library Association Poster Session (Dallas, TX, June 26, 1989).

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *Bibliographic Databases, Bibliographic Utilities, Higher Education, Indexes, *Library Instruction, Library Materials, *Reference Materials, *Research Tools, *Scientific and Technical Information

A two-part text, "Science Resources: A Self-Paced Instructional Workbook" was designed to provide science students at Mississippi State University with: (1) instruction on basic library usage and reference tools common to most scientific disciplines; (2) materials adapted to specific disciplines; and (3) services available to them from the university library system in their major area of study. The latter includes flexible materials with a choice of chapters covering basic and specialized reference services adaptable to instruction in diverse scientific disciplines at undergraduate, graduate, and postgraduate levels. Each of the initial chapters in the workbook consists of explanatory material followed by exercises that require use of library resources. Each exercise was produced in 10 to 20 versions to ensure that students complete them independently. Each chapter was originally developed as typewritten copy and photo-duplicated for use in biology classes. However, expanded usage to other classes and for employee training necessitated computerization of the workbook with the aid of an optical scanner. The system now consists of a database of chapters that can be easily revised, expanded, and independently selected in consultation with science faculty for inclusion in discipline-specific workbooks. This report provides a description of the program; an outline of the workbook; lists of specialized chapters designed for horticulture, entomology, and physical and biological sciences students and em-

ployees; a sample chapter on horticulture; and an exercise and answer sheet from an assignment involving the use of "Horticultural Abstracts." (Author/SD)

ED 313 045

IR 052 947

Directory of Historical Curriculum Collections.

American Library Association, Chicago, Ill.; Association of Coll. and Research Libraries, Chicago, Ill.; Education and Behavioral Sciences Section.

Pub Date—88

Note—58p.; Questionnaire not in copy received by ERIC.

Available from—CBN University Library, Virginia Beach, VA 23464-9875 (\$7.00 prepaid).

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, *Archives, *Curriculum Guides, Databases, *Educational History, Elementary Secondary Education, Library Associations, *Library Collections, Library Networks, Questionnaires, *Reading Materials, *Textbooks

For years librarians discarded historical curriculum collections because they were not current, and because the libraries did not have adequate space to store them. Therefore, records of trends in subject content taught to generations of children and young people from kindergarten through grade 12 were unwittingly destroyed. In response to this problem, the Curriculum Materials Committee and the Problems of Access and Control of Education Materials Committee (both part of the American Library Association's Educational and Behavioral Sciences Section) appointed an ad hoc subcommittee to record who was maintaining historical curriculum collections. A survey was devised and mailed out in the winter of 1987 to approximately 85 locations appearing to have such collections. This directory includes those respondents (the vast majority of whom represent college and university libraries and archives) with collections dated prior to 1961. Children's literature is not included because other directories effectively cover that area. The 50 entries are arranged alphabetically under the 17 states represented and Canada. Each entry includes: (1) the institution's address, telephone number, contact person, and hours of operation; (2) a description of the collection; (3) database listings; (4) the classification system in use; (5) a summary of items actively sought and collected; (6) preservation practices; and (7) whether informational brochures are available. A cross reference index is provided. (SD)

ED 313 046

IR 052 949

Nitecki, Andre

Functions of Library Classification.

Pub Date—88

Note—11p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, *Bibliographic Records, *Cataloging, Citation Analysis, *Classification, Comparative Analysis, Foreign Countries, Indexing, Information Retrieval, Library Collections

Identifiers—Europe, North America

This discussion of the nature of classification schemes and their functions focuses on the differing classification systems of North American and European-type libraries. The functions are bibliothetical, bibliographical, and cognitive. The bibliothetical function concerns the physical location of items within a library (e.g., the Dewey Decimal and the Library of Congress systems). Its efficiency and effectiveness depend most on: (1) diversity of forms, age of materials, user levels, and size of the collection; and (2) the flexibility, size, and layout of the physical library quarters. The bibliographical function attempts to organize the knowledge and information contained within any given document. Its success depends not on the physical quarters or diversity of library materials, but on the user's educational sophistication, academic or informational needs, and cultural, philosophical, and political background. The cognitive function addresses the assessment of relationships, interrelationships, connections, interconnections, associations, approximation, and relevance to describe the complete identity of items and facilitate retrieval of information. This function involves the formulation of subject descriptors, organizing the descriptors, and

assisting the interrogation (searching) of files. It is concluded that one classification system cannot incorporate all three functions, yet libraries should combine at least two of the functions to improve the organization and retrieval of information. (Author/SD)

ED 313 047

IR 052 950

Huang, Samuel T.

The Changing Role of Reference Librarians in Modern Academic Libraries.

Pub Date—[89]

Note—12p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Budgeting, *Competence, Higher Education, *Librarians, *Library Automation, Library Role, Online Catalogs, *Online Systems, Optical Data Disks, Professional Continuing Education, *Reference Services, Users (Information)

The role of academic reference librarians is taking new shape with the continuous development of library technologies. In addition to their traditional bibliographical, academic, and personal competencies, librarians also have to possess technological expertise in order to gain access to automated library processes both for themselves, and for providing individual and group online and CD-ROM instruction. Additionally, because of their daily contact with patrons, librarians can aid in determining user and community needs, thereby helping to establish budget priorities for building library resources and managing staffing. Administrative decisions about automation are also increasingly being made by reference librarians. Continuing education is recommended for all reference librarians to maintain current knowledge of library information and resource issues. It is also suggested that librarians should play a proactive role in requesting financial support for continuing education, and that they should strive to keep communication lines open with administrators so that they can be informed and can inform the administrators of new systems, technologies, and programs. (6 references) (SD)

ED 313 048

IR 052 951

Russell, Thyr K.

In-Process Items on LCS.

Pub Date—[89]

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Libraries, Computer Software Reviews, *Library Acquisition, Library Automation, *Library Circulation, Library Expenditures, *Management Information Systems, Online Systems

Identifiers—*Library Computer System

Morris Library at Southern Illinois University computerized its technical processes using the Library Computer System (LCS), which was implemented in the library to streamline order processing by: (1) providing up-to-date online files to track in-process items; (2) encouraging quick, efficient accessing of information; (3) reducing manual files; and (4) assisting with order preparation. It functions primarily as a circulation system, providing short bibliographic records (i.e., main entry, title, place of publication, and date) and complete holdings and circulation information for all titles. Programs are written in a detailed language similar to PL/I and BASIC, and are executed in SUPER-WYLBUR, an interactive operating system that allows for the submission of batch jobs as well as interactive macros or programs. Although LCS does not provide many features of a truly automated system (e.g., order presentation, invoice processing, voucher preparation, and fund accounting), it does have advantages over manual files. Examples are shown of "make.orders" and "print.slips" programs used to keep track of and print ordering records of approval titles. (SD)

ED 313 049

IR 052 952

Dahl, Katherine

One Chance in Eighty: Access to the Alternative Press Index.

Pub Date—[89]

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Higher Education, *Indexes, Interviews, Liberalism, *Library Collection Development, Library Schools, Library Standards, Library Surveys, *Periodicals,

Public Libraries, *Resource Materials, School Libraries, Secondary Education, Special Libraries Identifiers—*Alternative Press Index, Controversial Topics, Library Bill of Rights

A librarian at the Western Illinois University Library examined a list of the approximately 380 current subscribers to the Alternative Press Index (API), which has been the only access point to most periodicals on the political left since its beginning in 1969, in order to see who and what kinds of libraries receive the index. The Library Bill of Rights—which advocates the provision of library resources reflecting all points of view on current and historical issues—is cited as a standard for the inclusion of API as part of library collections, and the results of an analysis of the subscriber list and telephone interviews with a number of API subscribers are presented. The findings indicate that approximately 1 in 80 public, academic, school, and special libraries in the United States subscribe to API. Colleges and universities are the biggest subscribers (1 in 18), and 41 of the 53 U.S. American Library Association-accredited library schools subscribe to it. Approximately 1 in 200 public libraries also subscribes to the index, although three states have no library of any kind that subscribes to API. Brief reports of conversations with librarians from several public libraries, as well as libraries from public universities and private and community colleges, private and public high schools, and organizations that receive the API, indicate that they subscribe to API because of its coverage of such topics as women's and minority studies, controversial issues, counterespionage, terrorism, and political happenings. (SD)

ED 313 050

IR 052 953

Ellington, Jo Ann

Problems of the 1980's: The New Influx of Immigrants: Policy Questions for the 1990's.

Pub Date—[89]

Note—23p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Bilingual Instructional Materials, Elementary Secondary Education, Federal Aid, *Immigrants, Library Collection Development, *Library Services, *Non English Speaking, *Public Libraries, *Public Schools, State Aid, Transitional Programs Identifiers—Library Services and Construction Act Focusing on Chicago (Illinois), this report describes the magnitude of issues related to the education of non-English-speaking immigrants, and presents an overview of both the learning resource materials available to support bilingual education in the Chicago School System and the availability of materials in foreign languages in the Chicago Public Library. The premise being explored is that perhaps the school system is not adequately supporting bilingual programs and that the subsequent burden is falling on the public library. The overview of the school system includes a table summarizing the number of transitional bilingual programs—which are designed to provide students with the opportunity to learn in their native languages and at their own level of cognitive skill to prevent them from lagging in school performance while learning English—in each of 18 language groups at the high school and K-8 levels in the Chicago area. The addresses and telephone numbers of four multilingual education resource and information centers are also provided. Following the overview is an analysis of federal grant proposals (Library Services Reconstruction Act—LSRA) submitted by the Chicago Public Library over a 3-year period dealing with bilingual and multilingual programs. Finally, this study identifies some of the policy questions that face school, academic, and public libraries confronted with the challenge of serving disparate populations of patrons. (12 references) (SD)

ED 313 051

IR 052 958

Jahoda, Gerald Needham, William L.

The Current State of Public Library Service to Physically Handicapped Persons. Final Report.

Florida State Univ., Tallahassee. School of Library Science.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Grant—G007801807

Note—151p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Hearing Impairments, Library Networks, *Library Planning, *Library Services, Library Surveys, *Physical Disabilities, *Public Libraries, Questionnaires, State Libraries, User Needs (Information), *Visual Impairments

Identifiers—National Library Services for the Blind

A survey was conducted in 1979 to determine the state of public library service to physically handicapped persons (persons with visual, hearing, or mobility impairments). Usable returns were received from: (1) 398 public libraries that serve populations of more than 25,000 and are not network libraries of the Library of Congress National Library Service (NLS) for the Blind and Physically Handicapped; (2) 84 NLS network libraries that are also part of public libraries; (3) 44 state libraries; and (4) members of the American Council of the Blind. Analyses of the responses indicated that, while public library service to hearing impaired persons appeared to be in greatest need of improvement, public library resources, services, and facilities for visually and mobility impaired persons should also be improved. Specific recommendations include greater involvement of handicapped persons—the actual potential users of the service—in the planning and evaluation of the library service, training of the library staff in special resources and services available to handicapped persons, and having a staff member be responsible for coordinating library services to this group at the building and system levels. Six appendices, which make up more than half of the report, contain sample letters and questionnaires sent to libraries, statistical data, and a background paper on library and information services. (18 references) (Author/SD)

ED 313 052

IR 052 959

Cline, Hugh F. Sinnott, Lorraine T.

The Impact of Automation on Libraries. Final Report.

Educational Testing Service, Princeton, N.J. Spons Agency—Department of Education, Washington, DC.

Pub Date—Sep 80

Grant—6007801813

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *Bibliographic Utilities, Cataloging, Comparative Analysis, Information Processing, Library Acquisition, *Library Administration, *Library Automation, Library Circulation, *Library Planning, Library Research, Reference Services

This project examined a series of alternative policies for the management and funding of university libraries as they adopt and adapt to various information science technologies to accomplish the functions of acquisitions, cataloging, circulation, and reference services. Comparative case studies were completed at the University of Chicago, Northwestern University, Stanford University, and the University of Washington. Interviews were conducted with 216 university librarians and administrators during 84 days of fieldwork. Data reporting on the impact of automation were analyzed in four organizational dimensions: structure, fiscal, information, and personnel. Policy implications of this research were explored for three major areas: future governance structures of university libraries and resource sharing consortia; continuous structural and functional change resulting from automation; and emergent new forms of organization in university libraries. (Author/SD)

ED 313 053

IR 052 960

Alexander, Janice E. Markuson, Barbara Evans

A Network Approach to Non-Print Media Cataloging for Schools: A Report of an Indiana Department of Public Instruction and Indiana Cooperative Library Services Authority (INCOLSA) Project Using the OCLC System. Final Report.

Indiana Cooperative Library Services Authority, Indianapolis.

Spons Agency—Office of Libraries and Learning Technologies (ED), Washington, DC.

Pub Date—Mar 81

Grant—G0078085130

Note—55p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bibliographic Utilities, *Cataloging, Elementary Secondary Education, *Information Networks, *Learning Resources Centers, *Li-

brary Automation, Library Standards, Media Specialists, *Nonprint Media, *Online Searching, Public Libraries

Identifiers—MARC, *OCLC

This report describes a demonstration of cooperative cataloging of nonprint media in a network environment. The project was jointly managed by the Indiana Department of Public Instruction and the Indiana Cooperative Library Services Authority (INCOLSA), a state-wide multi-type library network. Staff at large school library media centers in Indiana were trained to catalog nonprint media to national standards including full Library of Congress MARC tagging. They were, in effect, decentralized cataloging nodes in the OCLC system, with INCOLSA staff doing database searches and actual catalog card production. Of 7,495 titles cataloged, a hit rate of 70% was obtained and 1,240 original cataloging records were added to the OCLC database. A decentralized, standardized approach to nonprint media cataloging was judged satisfactory by participants. Participants judged that the project had significantly increased their knowledge and skills in cataloging and MARC standards for nonprint media. The project led to five large school corporations converting to online network operation. Project recommendations include: increased school/network demonstrations, adoption of national standards for cataloging nonprint media by school library media centers, and the need for a feasibility study of a producer/manufacturer/distributor bibliographic control center to input cataloging data directly to the OCLC database. Analyses of data are displayed in six tables, and a sample workflow, a production statistics form, a copy of the project evaluation questionnaire, and a report on a conference on critical issues in network development are included. (Author/SD)

ED 313 054 IR 052 961

Childers, Thomas Krauser, Cheri.
Public Library Information and Referral Project,
Phase II. Final Report.

Drexel Univ., Philadelphia, Pa. Graduate School of
Library Science.

Spons Agency—Office of Libraries and Learning
Technologies (ED), Washington, DC.

Pub Date—Jun 81

Grant—G007900362

Note—278p; For Phase I, see ED 310 775.

Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Community Information Services,
Delivery Systems, Information Dissemination,
*Library Services, Library Surveys, Needs Assessment,
Outreach Programs, *Public Libraries, Questionnaires,
Reference Services, *Referral, User Needs (Information),
*User Satisfaction (Information)

This study is the second of a two-phase survey of public library information and referral (I&R) service. In this phase, seven public libraries offering I&R services were studied in depth to provide descriptions of their operations, organizational factors, and the reactions of their users. Organizational factors and operations were studied through available documents (relatively few) and interviews with 14 to 21 persons at each site. User reaction to I&R was studied by way of short user interviews conducted by the libraries' staffs after instruction by the study team. Sites were chosen to illustrate a mix of organizational configurations of the I&R service, of resource file formats (microform, cards, and computerized), of urban-suburban-rural settings, and of the I&R service role. In addition to the descriptions of seven instances of library-based I&R, general observations are offered, and include the following: (1) most I&R service consists of information provision, as opposed to actual referral; (2) computerization itself is not the absolute determinant of the nature of the service delivered; (3) commitment of top management and the magnitude of library resources deployed for I&R seem to be major determinants of the success of the I&R innovation; (4) I&R users include a relatively even mix of regular, infrequent, and non-users of the library; (5) the library is not often the place of first resort for people with I&R needs; (6) clients range demographically from lower socioeconomic through upper socioeconomic strata; (7) the promotion of I&R invariably increases the volume of traditional reference queries; and (8) staff seem to be generally positive toward I&R although often not in agreement as to what it consists of. Questionnaires and supporting data are appended. (Author/SD)

ED 313 055

Brown, Gerald R.

The Challenge for Change in School Libraries:
After "Guidelines," What Next?

Pub Date—Jun 89

Note—22p; Paper presented at the Annual Conference of the Canadian Library Association (44th, Edmonton, Alberta, Canada, June 22-25, 1989).

Pub Type—Guides - Non-Classroom (055) —
Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Cooperative Programs, Course Integrated Library Instruction, Elementary Secondary Education, Foreign Countries, *Guidelines, *Learning Resources Centers, Library Associations, Library Planning, *Library Role, Models, Policy Formation, School Libraries

Identifiers—Canada, *Information Power

This paper examines "Information Power: Guidelines for School Library Media" ("Guidelines"), a key document published by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) that proposes changes in school library media development in the United States and Canada. The "Guidelines" is analyzed with emphasis on how the basic principles can and should be applied to Canadian situations. Topics discussed are: (1) the "Guidelines" mission statement and specific challenges brought about by this mission; (2) the issue of program development—i.e., the school library media program being fully integrated into the schools' overall curricula—and the concept of "partners"—i.e., a cooperative and collaborative planning model; and (3) the three-fold role of the library media specialist as information specialist, as teacher, and as instructional consultant. It is recommended that Canadian institutions consider the capacity-performance model (i.e., the capacity to meet institutional/educational needs and the ability to perform at a level appropriate to the institution and its members), which requires an exploration of vision and values, and which strives to renew an institution's vitality. A chronology of guidelines documents and other landmarks across the decades in the United States and Canada is included, as well as provincial documentation for reference purposes. (SD)

ED 313 056

Carlson, Greg Pontau, Donna Z.

An Academic Library Workshop for Instructing
Students with Learning Disabilities To Use
CD-ROM Databases.

San Jose Community Coll. District, Calif.

Pub Date—[Apr 89]

Note—42p; Some appended materials on colored paper may not reproduce clearly.

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Libraries, Cooperative Programs, Databases, Higher Education, *Information Retrieval, *Instructional Design, *Learning Disabilities, *Library Instruction, Linking Agents, Multimedia Instruction, *Optical Data Disks, Users (Information), *Workshops

Identifiers—ERIC, SilverPlatter Information Inc.
This report discusses a workshop conducted by the library of San Jose State University to instruct eight students with learning disabilities (SLD) in the use of CD-ROM databases. The workshop contributors believed that CD-ROM databases could simplify research paper and homework assignments for such students. The 5-month workshop sought not only to entice these students into the library to receive tailored library instruction, but also to strengthen the bonds between the library and the campus learning disabilities staff. Because sequencing was a problem for this group, the workshop was broken into constituent parts, which incorporated the steps necessary to formulate, implement, view, and print out search results on the ERIC CD-ROM database from SilverPlatter. The accompanying instructional materials (e.g., handouts and overhead projections) were color-coded; this was particularly helpful to students with certain perceptual disorders for whom reading high contrast print materials (i.e., black and white) would be difficult. The workshop achieved its objectives of establishing better contact with both the target group and the learning disabilities support staff. It is suggested that this workshop could serve as a model for bibliographic instruction

IR 052 962

to other groups who require simple, systematic entry into the technology. Nine sections of colored handouts are appended, including a CD-ROM evaluation form. (16 references) (SD)

ED 313 057

Kreker, Nancy A. Stonehill, Robert M. Thomas, Robert L.

ERIC Annual Report-1988. Summarizing the Accomplishments of the Educational Resources Information Center.

Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 89

Note—42p; Volume 2, which was intended to cover trends and issues within each ERIC clearinghouse's scope area, was canceled for 1988. For the 1987 report, see ED 301 192-193.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bibliographic Databases, *Clearinghouses, *Documentation, *Educational Research, *Information Centers, Information Dissemination, *Information Retrieval, *Information Services, Microfiche

Identifiers—*ERIC
This is the second in a series of annual reports summarizing the activities and accomplishments of the Educational Resources Information Center (ERIC) program, which is funded and managed by the Office of Educational Resources and Improvement in the U.S. Department of Education. The report begins by presenting background information on ERIC's information services and products, its structure, and the components of the system. The functions and accomplishments of the 16 ERIC Clearinghouses are then described, including database building activities, outreach activities (including ERIC Partners), user services, and publications. Highlights of projects and products of the individual clearinghouses conclude this section. ERIC processing and Reference Facility activities are also described, including the ERICSTAT Project, ERIC Digests Online, and automation of the Acquisitions Data Report. A brief description of the functions of the ERIC Document Reproduction Service (EDRS) is provided next, followed by a list of the 10 most popular ERIC documents ordered from EDRS during the year. The report concludes with descriptions of other ERIC system initiatives undertaken during the year, which include an assessment of the coverage of CUE (Current Index to Journals in Education); several ERIC system components working with InterED—a group representing education indexes in Australia, Canada, and the United Kingdom—to develop a cluster of educational databases called ERIC International; the initiation of a competition for ACCESS ERIC, a new outreach component for the system; and highlights of the work of several ERIC Task Forces. Appended are six tables of data on the ERIC system and a directory of ERIC system components. (BBM)

JC

ED 313 058

Andrews, Douglas M.

The Visual & Performing Arts in Florida's Community Colleges.

Pub Date—89

Note—45p; Graduate seminar paper, University of Florida.

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Articulation (Education), Community Colleges, Equal Education, Equipment Evaluation, General Education, *Program Effectiveness, *Program Evaluation, Student Evaluation, Tables (Data), *Theater Arts, Two Year Colleges, *Visual Arts

Identifiers—*Florida

Developed with the purpose of conducting a state-wide program review of dance, theatre, music, and plastic arts programs in Florida's community colleges, this paper provides an overview of the program review process used in the state, a review of the literature on performing and visual arts in two-year colleges, and an analysis of findings. Introductory information on the review process identifies several issues that were the focus of the evaluation, including secondary and university articulation,

transfer student performance at the upper-division level, instructional facilities and equipment, advisement and counseling, and equal access/equal opportunity. After listing the steps involved in the statewide review process, the paper presents a literature review, covering the history and scope of fine arts and the transfer function, arts in community education and community services, vocational arts, and general education. Several conclusions drawn from the literature are highlighted, including: (1) with the exception of general education, the fine arts play a role in most institutional missions, including transfer, occupation job preparation, and community services; (2) some educators believe that many community colleges may not be properly staffed or equipped to prepare students for upper-division baccalaureate studies in the arts; and (3) many community colleges, especially in rural areas, are highly regarded as community arts centers. Finally, the paper summarizes testimony presented at site hearings and results of a survey of community colleges regarding the quality of equipment in various arts programs; the adequacy of film, video, and print collections in college libraries; the use of computers for arts programming; articulation with high schools and universities; community cultural activities; and access and opportunity. (JMC)

ED 313 059 JC 890 535

Harper, Jane Lively, Madeleine
Strategies for Proficiency in Second Language Acquisition: Tarrant County Junior College, Northeast Campus. Final Project Evaluation Report, 1989.
Tarrant County Junior Coll., Hurst, Tex. Northeast Campus.
Pub Date—89
Note—51p.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Techniques, *College School Cooperation, Community Colleges, Educational Innovation, High Schools, Inservice Teacher Education, Instructional Materials, *Language Teachers, Oral Language, Program Descriptions, Program Evaluation, Secondary School Teachers, *Second Language Instruction, *Speech Communication, Teacher Effectiveness, *Teacher Workshops, *Teaching Methods, Two Year Colleges

In response to the needs of teachers for assistance in developing second language speaking and instructional skills, Tarrant County Junior College, Northeast Campus, designed a series of 10 16-hour workshops for teachers of foreign languages for summer 1989. The "Strategies for Proficiency Workshops" were intended primarily as in-service training for secondary foreign language teachers and secondarily as retraining for secondary teachers who specialized in areas other than languages, but who would be teaching languages during the coming year. The workshops focused on improving oral proficiency, confidence in speaking, instructional skills, test development, and such innovative techniques as teaching higher order thinking skills, creative evaluation techniques, visual-based curricula, computer-assisted materials design, and the Color Connection system of materials development. Participants were recruited through personally addressed letters sent to all foreign language teachers in the Dallas/Fort Worth area and to all participants in prior workshops. A special effort was made to recruit and admit minority teachers throughout Texas. Evaluation of the workshops involved a comparison of pre- and post-test self-assessment questionnaires and in-class observations of a sampling of teachers during the following fall term. Participants in both French and Spanish language workshops perceived gains in both their speaking and understanding abilities and their instructional skills. Evaluation materials are appended. (AYC)

ED 313 060 JC 890 538

Sutherland, Mark J.
Community College Faculty: Why Do They Write What They Write? (And Why Do They Write at All?)

Pub Date—6 Dec 89
Note—14p.; Graduate seminar paper, University of California, Los Angeles.

Pub Type—Opinion Papers (120) - Information Analyses (070) - Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Community Colleges, *Faculty Publishing, Teacher Attitudes, *Teacher Motivation, Two Year Colleges, Writing for Publication

An analysis of 10 journal articles written by community college instructors revealed marked similarities in the authors' topics, writing styles, basic assumptions, data sources, and motivations to write. The authors focused their writing on curricular matters within their academic fields, using general teacher journals and teacher journals in specific academic areas as their primary sources. The instructors' choice of topics may have been influenced by the following factors: (1) the classroom is the domain of the instructor; (2) instructors teach because they truly enjoy it; (3) publishing an article on classroom instruction may serve as an outlet for communicating teaching methods and ideas to colleagues; (4) satisfaction comes from knowing that ideas are valued by peers; (5) writing about instruction is a possible way to limit curricular decisionmaking to the realm of the instructor; (6) instructors may have been encouraged by administrators to write about their classroom approaches to improve the prestige of their community college; and (7) educational journals actively solicit paper submissions. By writing, the well-integrated instructor may be attempting to fill a void in his/her professional life, break free from the established dichotomy between research and instruction, or avoid professional stagnation. (VVC)

ED 313 061 JC 890 539

Frydenberg, Jia
Community College Institutional Research: What, Why, and How?

Pub Date—89
Note—36p.; Graduate seminar paper, University of California, Los Angeles.

Pub Type—Reports - Descriptive (141) - Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Colleges, *Institutional Research, Research Design, *Research Methodology, *Research Needs, Research Utilization, *Self Evaluation (Groups), Two Year Colleges

An analysis is provided of institutional research conducted by community colleges in an effort to draw conclusions about appropriate standards for different types of studies. The paper focuses on four categories of research: (1) research conducted to fulfill external reporting requirements and to influence policy at state and federal levels; (2) formative research on institutional efficiency as measured by teacher-student a full-time/part-time faculty ratios, institutional effectiveness or educational outcomes, community needs assessments, and faculty/staff evaluations; (3) research to inform decisionmaking for program development and change; and (4) studies conducted to improve public relations and marketing research. Guidelines are presented as standards for good institutional research, underscoring the importance of following acceptable sampling, statistical, definitional, and evaluative procedures; and of ensuring that research is timely and has practical applications. The final section of the paper analyzes six research reports; a program report on student retention by Gainesville College Georgia; and five California projects. These are: a marketing survey conducted by the Coast Community College District, a community needs assessment by Cerritos Community College, characteristics conducted by the San Francisco Community College District. (AYC)

ED 313 062 JC 890 541

Griffiths, Rosemary E.
Critical Comments on the Literature Written by Presidents of Community Colleges.

Pub Date—6 Dec 89
Note—16p.; Graduate seminar paper, University of California, Los Angeles.

Pub Type—Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, *College Presidents, *Community Colleges, *Faculty Publishing, Literary Styles, *Literature Reviews, Speeches, Two Year Colleges, Writing (Composition), Writing for Publication

This critical review of the speeches, journal articles, and books written by community college presidents examines themes, styles, and information sources, and attempts to define standards by which the presidents' writings could be judged. The first section indicates that community college presidents are as prolific as any other group of two-year college

writers; that they write not only for their peers, but for a wide cross section of educators; and that they often continue to write about community colleges even after they have left the field. The second section describes the various types of publications in which materials written by presidents are found, ranging from community college journals, ERIC documents, and speeches to full-length books. Tracing the most frequently covered topics in presidential writings, the next section indicates that while coping with change and fiscal matters have been recurring themes, most of the literature focuses on issues of immediate concern, such as declining enrollments and collective bargaining. While acknowledging variation in the writing styles of presidents, the next section offers generalizations about their predominantly positive and uncritical tone, their lack of empirical data, and their use of jargon, technical language, and journalistic phrases. Next, a section on information sources indicates that most writings focus on the presidents' own experiences and their own colleges, relying little on outside literature. The final section assesses the presidential literature on the basis of its factuality, objectivity, relevance, and practicality; and offers general conclusions about the least and most valuable writings. (JMC)

ED 313 063 JC 890 542

Summer School Student Profile, 1984-1988. Focus Study.
Mount San Antonio Coll., Walnut, Calif.
Pub Date—Aug 89
Note—44p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age, *College Transfer Students, Community Colleges, Comparative Analysis, Educational Background, Majors (Students), Minority Groups, *Student Characteristics, *Student Educational Objectives, *Summer Programs, Two Year Colleges, *Two Year College Students

Identifiers—Reverse Transfer Students

A study was conducted at Mount San Antonio College (MSAC), California, to compare summer and fall session students in terms of residence, age, ethnicity, academic goals, prior educational experience, and majors. Study findings, based on data on students attending summer sessions between 1984 and 1988, revealed that, in comparison to fall students, summer students were younger; more likely to reside in the MSAC district; more likely to be transfers from four-year colleges and universities; more likely to declare an educational goal of attaining a bachelor's degree; and more likely to be enrolled in transfer majors. The study also found that: (1) summer credit enrollment of students under the age of 17 had grown from 1.7% in 1984 to 3.4% in 1988; (2) over 63% of the summer 1988 students were between the ages of 17 and 24; (3) the enrollment of Asian students was nearly twice as high in the summer (21.5%) as the fall (12.8%), while other minorities maintained similar percentages of the total enrollment in summer and fall; (4) in 1988, 16.2% of the summer students and 10.1% of the fall students had taken no previous courses at MSAC; and (5) 20.2% of the summer 1988 students and 11% of the fall students were transfers from four-year colleges and universities. The bulk of the report consists of data tables comparing summer and fall student characteristics between 1984 and 1988. (AYC)

ED 313 064 JC 890 543

Course Retention Analysis. Focus Study.
Mount San Antonio Coll., Walnut, Calif.
Pub Date—Jul 89

Note—40p.; Part II of the report is not included. For information on Part II, the detailed division/departments analysis, please contact the Office of Institutional Research of Mount San Antonio College.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Persistence, Community Colleges, *Credit Courses, Enrollment Trends, Grade Point Average, Minority Groups, *Prerequisites, School Holding Power, Scores, *Student Placement, Two Year Colleges, *Withdrawal (Education)

A study was conducted at Mount San Antonio College (MSAC), California, to analyze patterns in credit course retention between fall 1986 and spring 1989. The study investigated the development of course prerequisites based on faculty perceptions of the skills necessary for success and minimal skill levels associated with success; student assessment

and placement at MSAC since 1985; English and mathematics placement results since 1983-84; the influence of successful English course completion on student retention; and the effects of skill prerequisites on minority students. Study findings included the following: (1) the number of placement tests given to MSAC students increased from 13,223 in 1985-86 to 20,125 in 1988-89; (2) the largest number of tests were given in August and January; (3) placement test results in English and mathematics remained fairly stable between 1983-84 and 1988-89; and (4) after prerequisites became mandatory in 1987, grade point average and retention were higher for Black and Hispanic students in over 50% of their courses. (AYC)

ED 313 065 **JC 890 544**
High School Graduate Enrollment Trends. Focus Study.

Mount San Antonio Coll., Walnut, Calif.
 Pub Date—Apr 89
 Note—116p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
 Descriptors—*College Bound Students, *College Preparation, Community Colleges, *Enrollment Trends, *High School Graduates, High Schools, High School Students, Private Schools, Public Schools, *Student Characteristics, Two Year Colleges, Two Year College Students

A study conducted at Mount San Antonio College (MSAC), California, to determine trends in the number of high school graduates in the MSAC district; the percentage of high school graduates attending MSAC; retention in district high schools between the ninth and twelfth grade; high school performance on California Assessment Program (CAP) Tests; differences among students from district and non-district high schools; K-12 enrollments in public and private schools in the district; and K-12 ethnic distributions in MSAC district schools. Study findings included the following: (1) while private schools have experienced continued enrollment growth since 1971, public high school enrollments have fluctuated; (2) the percentage of district high school graduates attending MSAC dropped from 22.2% of the private high school graduates and 23.4% of the public high school graduates in 1984-85 to 20.4% of the private school graduates and 21.7% of the public school graduates in 1987-88; (3) there was an overall district loss of 2,715 students, or 22.15%, between the ninth grade in 1985 and the twelfth grade in 1988; (4) 10 district high schools and 2 continuation schools scored above the state average on the CAP reading tests and 12 high schools and 8 continuation schools were below the state average; and (5) K-12 enrollments were 1.58% higher in 1988 than in 1987. (AYC)

ED 313 066 **JC 890 545**
Armstrong, William B. De Meo, Liane
Honors Program Evaluation, 1987-1989.

San Diego Community Coll. District, Calif.
 Pub Date—[89]
 Note—66p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—Community Colleges, Curriculum Evaluation, Educational Trends, Ethnic Distribution, *Honors Curriculum, Program Evaluation, *Student Attitudes, *Student Characteristics, *Student Educational Objectives, Teacher Attitudes, Two Year Colleges, *Two Year College Students

In 1989, a study was conducted of the demographic and educational characteristics of honors students in the San Diego Community College District. Focusing primarily on students enrolled in fall 1987 (N=270), spring 1988 (N=285), fall 1988 (N=264), and spring 1989 (N=245), the study gathered quantitative data from the Student Profile Questionnaire distributed during the first week of classes and qualitative data from a survey of student and faculty perceptions of the program. Study findings included the following: (1) dropout rates were 29% in fall 1987, 32% in spring 1988, 25% in fall 1988, and 34% in spring 1989; (2) females were over-represented in all semesters, though differences were less pronounced in the spring terms; (3) Caucasians and Hispanics tended to be over-represented in the honors student population, while Asian, Black, and Filipino students were under-represented; (4) 70% of the fall 1987 students and 76% of the spring 1988 students had previous college experience, with 32% of both groups possessing a

college degree; (5) approximately 47% of the fall 1987 students and 37% of the spring 1988 students planned to transfer to a four-year college, while 17% of the fall 1987 students and 21% of the spring 1988 students were taking courses for personal growth; (6) students surveyed in fall 1988 and spring 1989 generally felt positive about their honors classes, citing individualized instruction, smaller class size, the intellectual challenge, and the more demanding nature of the assignments as particularly important; and (7) instructors believed that their honors students were academically superior to regular students in terms of scholastic attitude and performance. (JMC)

ED 313 067 **JC 890 546**
Armstrong, William B. Rabinowitz, Mindy
Educational Master Plan: Business and Industry Survey.

San Diego Community Coll. District, Calif.
 Pub Date—Nov 89
 Note—59p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—Business, Community Colleges, Demand Occupations, *Educational Needs, *Employer Attitudes, Employment Projections, Industrial Training, Job Skills, Needs Assessment, Occupational Surveys, Questionnaires, *School Business Relationship, School Community Relationship, Two Year Colleges, *Vocational Education

Identifiers—*California (San Diego)
 In 1989, a survey was conducted by the San Diego Community College District (SDCCD) to determine the future hiring and educational needs of the San Diego business and industrial community. The survey sample of 1,100 firms was derived from the list of businesses and industries that participate on the SDCCD Vocational Advisory Committee. Study findings, based on a 34% response rate, included the following: (1) 69.3% of the responding firms were classified as service sector businesses and another 20% were manufacturing industries; (2) about 90% had been in business over 10 years; (3) most of the respondents represented small firms with 50 or fewer employees or large firms with over 200 employees; (4) over the next 5- and 10-year periods, both small and large firms anticipated dramatic increases in staff size; (5) newspaper ads were the most popular method of employee recruitment, though job announcements and personal referrals were also utilized; (6) approximately one-third of the respondents indicated that they recruited from the SDCCD, but most did not use the SDCCD as a recruiting tool; (7) of the firms recruiting from the SDCCD, 73.3% felt that the training students received was adequate, more than adequate, or excellent; (8) approximately two-thirds believed that their entry-level employees had adequate skills in reading, writing, and math; and (9) SDCCD programs designed to prepare people for employment, employment changes, or career advancement, programs aimed at assisting people in obtaining or maintaining licenses and certificates, and programs for customized training were ranked as most important. The survey instrument and responses to open-ended questions are appended. (JMC)

ED 313 068 **JC 890 547**
Armstrong, William B.
Institutional Effectiveness and Planning Survey:

Establishing a Baseline for Planning.
 San Diego Community Coll. District, Calif.
 Pub Date—Oct 89

Note—24p.
 Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*College Administration, *College Planning, *College Role, Community Colleges, Educational Objectives, *Employee Attitudes, Institutional Research, Master Plans, Mission Statements, Multicampus Districts, Personnel Evaluation, Questionnaires, School Personnel, School Surveys, *Self Evaluation (Groups), Two Year Colleges

In 1989, a survey was conducted in the San Diego Community College District (SDCCD) to assess the opinions and perceptions of district staff regarding the current planning process. Questionnaires distributed to all 5,000 SDCCD employees and citizens advisory group members asked respondents to rate 31 aspects of current college planning and administration. Study findings, based on a 13% re-

sponse rate, included the following: (1) 39% of the respondents felt that the leadership/support for planning provided by administrators was inadequate, and 41% felt that institutional research played an inadequate role in planning; (2) statements related to the involvement of individuals in the planning process drew strong "inadequate" responses, with 62% of the respondents indicating that incentives and rewards to encourage commitment to planning were inadequate; (3) opinion was split between "adequate" and "inadequate" regarding how the goals and outcomes for the district and colleges were defined, how they were to be achieved, and how administrators identified, defined, and planned for the needs of the colleges and the district; (4) the processes used to evaluate administrators and part-time faculty were considered inadequate by at least 40% of the respondents; and (5) approximately 47% felt that the budget did not currently implement important institutional values and priorities. The survey instrument is attached. (JMC)

ED 313 069 **JC 890 548**
Armstrong, William B.
Educational Master Plan Student Survey: Perception of the San Diego Community College District. Student Survey.

San Diego Community Coll. District, Calif.
 Pub Date—89

Note—76p.
 Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.
 Descriptors—Ancillary School Services, College Instruction, Community Colleges, *Continuing Education, *Educational Facilities, *Educational Quality, *Participant Satisfaction, Personnel Evaluation, Questionnaires, Satellite Facilities, School Surveys, *Student Attitudes, *Student Characteristics, Two Year Colleges

In 1989, a survey was conducted in the San Diego Community College District to determine students' perspectives of the services offered at their college or continuing education site. The range of services evaluated included instruction, administration, student services, cafeteria, and facilities. A total of 246 classes taught at 13 campuses and continuing education facilities were selected to be surveyed, and responses were returned from 221 of these classes. Study findings, based on responses from 3,400 students, included the following: (1) 43% of the respondents rated the training and education they were receiving and the quality of instruction as "above average"; (2) 30% rated the quality of counseling as above average or excellent; (3) approximately 74% to 83% of the respondents had "no opinion" about the quality of health services, financial aid, child care, and veterans benefits; (4) the most common reasons given for enrollment at various sites included convenient location, intention to transfer to a four-year institution, and personal interest; and (5) continuing education students rated the quality of their training and instruction very highly, but as many campus-based services were not available to them, they gave significantly more "no opinion" responses than other students. The survey instrument is appended. (JMC)

ED 313 070 **JC 890 549**
Friedel, Janice N. And Others
Hazardous Materials Technology: A Community College's Response to a Critical Employment Need.

Pub Date—Mar 89
 Note—37p.; Paper presented at the Annual Conference of the American Technical Education Association (Fort Worth, TX, March 24-27, 1989).
 Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Community Colleges, *Curriculum Development, *Hazardous Materials, Physical Environment, *Pollution, Program Descriptions, Program Development, Program Implementation, *Technical Education, Two Year Colleges, *Waste Disposal, *Wastes

Identifiers—*Eastern Iowa Community College District
 Studies conducted by the Eastern Iowa Community College District in 1986 revealed a lack of credit programs and curricula for training individuals in the technical aspects of hazardous materials management and need for hazardous materials technicians by local industry. In response, an associate

of applied science (AAS) degree program in Hazardous Materials Technology was developed using the Developing a Curriculum process. The curriculum, which was designed to address nine areas of competence and 107 specific tasks, includes 11 competency-based courses: Hazardous Materials Regulations I, II, and III; Industrial Processes; Hazard Communication Standard; Sampling and Analysis; Emergency Response I and II; Hazardous Materials Recovery, Incineration, and Disposal; Hazardous Materials Health Effects; and Advanced Hazardous Materials Analysis. The 11 courses are the foundations of the 2-year AAS program as well as an 18 credit hour certificate. The AAS program prepares individuals for entry-level jobs that provide technical support for managing hazardous materials. The certificate program was designed as a fast track for full-time employed students who already have an industrial background with hazardous materials. The implementation of the program required minor facility improvements, expansion of library resources, and course scheduling to accommodate working students. As of March 1989, 73 institutions and representatives from Canada, Puerto Rico, Saudi Arabia, Mexico, and Australia have expressed interest in the curriculum. Expansion and articulation of the program are planned. (AYC)

ED 313 071 JC 890 550
Institutional Planning Guidelines, 1989-1990.
 New Mexico Commission on Higher Education.
 Pub Date—19 Jul 89
 Note—20p.; For a related document, see JC 890 551.

PUB Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*College Administration, *College Governing Councils, *College Planning, *College Role, *Higher Education, *Institutional Mission, *Long Range Planning, *State Colleges, *Statewide Planning

Identifiers—*New Mexico, Strategic Planning.
 The strategic plan for higher education in New Mexico provided for a comprehensive statewide planning process involving all institutions and the Commission on Higher Education. The process includes 5-year institutional plans with annual updates according to guidelines established by the Commission. The guidelines provide information on timelines and data collection and specify content for the following sections of institutional planning documents: (1) a brief history of the development of the institution; (2) the governing board's official statement of institutional mission and goals; (3) a definition of the present role and scope of the institution, along with a summary of institutional intent for the next 5-year period; (4) a description and analysis of the external environment and the issues which coming trends will pose for the college; (5) an assessment of unique aspects of the institutional environment or any special opportunities for growth which would significantly affect the institution; (6) a description of college programs with particular emphasis on regional, national, new or innovative programs and program review and development; (7) information on policies for enrollment management (e.g., recruitment, admissions, enrollment, developmental studies programs, student support services, tuition and fees, cost of attendance, student financial aid, and articulation); (8) a description of current programs for outcomes assessment and placement and follow-up studies; (9) an overview of the current status of and the 5-year plan for faculty and staff development and personnel management; (10) an account of current and projected capital resources, including information on space usage, facilities maintenance, and equipment; (11) information on program accreditation; (12) projections of funding, equipment, and staffing needs over the next 5 years; and (13) a discussion of other planning issues unique to the individual institutions. (JMC)

ED 313 072 JC 890 551
Planning for the Class of 2005: A Vision for the Future. The Strategic Plan for Higher Education in New Mexico.
 New Mexico Commission on Higher Education.
 Pub Date—Sep 88
 Note—61p.; For a related document, see JC 890 550.

PUB Type—Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—Affirmative Action, *College Planning, *College Role, *College School Cooperation, *Community Colleges, *Educational Quality, *Higher Education, *Long Range Planning, *Minor-

ity Groups, *Policy Formation, *State Boards of Education, *State Colleges, *State Universities, *Statewide Planning, *Student Recruitment

Identifiers—*New Mexico
 This long-range plan for higher education in New Mexico is designed as a guide for decision making rather than a plan for individual colleges. Introductory sections explain the development of the plan; planning principles and assumptions; conclusions about economic development, demography, and education in New Mexico; goals and priorities; and a vision for the future of higher education in the state. The bulk of the report consists of 32 policy statements. The first set focuses on the development of the higher education system, including statements on institutional role and mission, 2-year post-secondary education, 2-year college role and mission, comprehensive institutional planning, consortia, and interstate compacts. The second group of policies deal with the quality of education in New Mexico, including statements on a statewide accountability program, state-level program review, accreditation, faculty quality and renewal, endowed faculty chairs, technology transfer, adequate and equitable funding, a system development fund, the use of research overhead, capital outlay, and athletics. The next set of policies offers guidelines for improving the relationships between public schools and higher education, including statements on linkages between higher education and public schools, student preparation for college, the education of teachers, early savings for college, and the New Mexico Educational Research Foundation. Policies on improving the participation of minorities in higher education are presented next, including statements on financial incentives for improved participation; professional shortages; linking costs, tuition, and financial aid; developmental education; diversification of the delivery of education; and statewide course articulation. Finally, policies are presented on the role of the Commission on Higher Education. Data tables and charts are provided throughout the report. (JMC)

ED 313 073 JC 890 552
Update of Community College Transfer Student Statistics, 1988-89: University of California, the California State University, and California's Independent Colleges and Universities. Commission Report 89-23.
 California State Postsecondary Education Commission, Sacramento.
 Pub Date—Aug 89
 Note—93p.; For the Fall 1987 report, see ED 295 710.

PUB Type—Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
 Descriptors—Academic Achievement, Age, Articulation (Education), Asian Americans, Black Students, *College Transfer Students, *Community Colleges, *Comparative Analysis, *Enrollment Trends, *Ethnic Groups, *Females, *Graduation, *Higher Education, *Majors (Students), *Males, *Mexican Americans, *Private Colleges, *State Colleges, *State Universities, *Tables (Data), *Transfer Policy, *Trend Analysis, *Two Year Colleges, *Two Year College Students

Identifiers—*California
 This report on the flow of transfer students from the California community colleges to the University of California (UC) and the California State University (CSU) systems and to independent colleges and universities in the state focuses on policy issues, trends in transfer among ethnic groups, and enrollment rates. Following a brief introduction to the report in part 1, part 2 discusses transfer and articulation policy issues and proposals for alleviating currently perceived problems. This section also summarizes historical data on the enrollment of new freshmen and transfer students at California's four-year colleges. Part 3 deals with transfer rates among ethnic minorities, tracing enrollment trends among Black, Hispanic, Asian, Filipino, and American Indian students and comparing ethnic diversity by campus. Part 4 summarizes trends in transfer to the UC, CSU, and independent colleges and universities and examines differences among community colleges. Appendixes include data on the numbers of students transferring from each California community college to the UC and CSU systems and to independent colleges between 1981-82 and 1988-89, the ethnic distribution of each community college's transfer students to UC and CSU in fall 1987 and fall 1988, and fall term and full-year transfer statistics. (JMC)

ED 313 074

JC 890 553

Lee, Beth S.

Measures of Progress: Spring 1989 Student Follow-Up. Los Rios Community College District.
 Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.
 Pub Date—Oct 89
 Note—65p.

PUB Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—College Transfer Students, Community Colleges, Followup Studies, Graduate Surveys, Job Satisfaction, *Outcomes of Education, Participant Satisfaction, Questionnaires, Stop-outs, *Student Attitudes, *Student Characteristics, *Student Educational Objectives, Two Year Colleges, Two Year College Students, Vocational Education

In 1989, the sixth in a series of student follow-up surveys was conducted by the Los Rios Community College District (LRCCD) and its three colleges. Questionnaires were sent to 5,767 former students who had attended a LRCCD college in 1986-87 or 1987-88, requesting information on the attainment of their objectives, primary reasons for not re-enrolling, current educational and employment status, and ratings of LRCCD courses and services. Study findings, based on a 46.4% adjusted response rate, included the following: (1) 77% of the survey respondents had completed an associate degree; (2) 77% of those who had enrolled to earn transfer credit completed general education or interdisciplinary programs, while 63% of those who enrolled to prepare for a new job completed occupational programs; (3) 63% of all respondents indicated that their educational objective had been fully completed, and almost 77% expressed their intention to pursue their objective further; (4) all course characteristics were rated well above average by the respondents, with quality of instruction and instructor interest receiving the highest ratings; and (5) more than 80% of those who enrolled to prepare for a new job, as well as 87% of those who attended to upgrade their job skills, were employed in a field related to their studies at the time of the survey. The survey instrument is appended. (JMC)

ED 313 075

JC 890 554

Cantrill, Betsy J., Ed.

Focusing on Retention: A Commitment to Student Success. A Resource Manual for Alabama State Community, Junior, and Technical Colleges.
 Alabama State Dept. of Postsecondary Education, Montgomery.

PUB Date—Feb 85
Note—153p.; Developed by the Alabama State Task Force on Retention
PUB Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
 Descriptors—*Academic Persistence, *Community Colleges, *Policy Formation, *School Holding Power, *Self Evaluation (Groups), *State School District Relationship, *Statewide Planning, *Student Attrition, *Student Personnel Services, *Student Placement, *Two Year Colleges

Identifiers—*Alabama
 Drawing from a review of the literature, input from experts on student retention, and the opinions of educators throughout Alabama, this manual provides guidelines for conducting institutional research on retention, implementing programs to enhance the quality of the educational experiences of two-year college students in the state, and developing effective retention programs. Chapter 1 discusses the purposes of the Alabama student retention effort, which involved the formation of a task force to study retention efforts at individual colleges and collaborate in the promotion of programs and practices that account for high student success rates. Chapter 2 traces the activities of the task force, the establishment of retention as a management priority, the design of the self-study process, and the methodologies used by pilot institutions in retention self-studies. Chapter 3 recommends strategies and tactics to retain students in the phases of pre-enrollment, college entry, and enrollment, and to gather follow-up data after they leave the college. Finally, chapter 4 presents conclusions and recommendations of the Alabama State Task Force on Retention. A course and program placement student profile form and a 40-item bibliography are appended. (JMC)

ED 313 076

JC 890 555

RIE APR 1990

Delgado Community College/Sears-Roebuck Keeping America Working, Math, Science and Technology Summer Youth Enrichment Program. Final Report.

Delgado Community Coll., New Orleans, LA.
Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.; Sears-Roebuck Foundation, Skokie, Ill.

Pub Date—[89]

Note—24p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, Community Colleges, Enrichment Activities, Junior High Schools, Junior High School Students, *Mathematical Enrichment, *Minority Groups, Program Descriptions, *Science Activities, *Summer Programs, Technological Literacy, Two Year Colleges

Recognizing the need for better preparation of high school students in mathematics, science, and technology, Delgado Community College and the Orleans Parish School System entered into an agreement for the provision of a summer enrichment program for minority students in grades 7 through 9 who had exhibited average or above average abilities in math and science. The 3-week program focused on improving math, problem-solving, and analytical skills; provided hands-on experience in computer manipulation; administered career interest surveys to determine students' math, science, and technological inclinations; and offered real-life experiences, field trips, and speakers. Topics covered included robotics, computer-assisted drafting, basic theory in radio communication, desktop publishing, and electrical systems. An evaluation of the program, based on conversations with the project director and students, observations of student-teacher interaction, and information on attendance, concluded that the project provided constructive enrichment activities that stimulated student interest in technology and technical careers. The budget for this program is included. Program advertisements, public relations information, and the evaluator's report are appended. (JMC)

ED 313 077 JC 890 556

Recommendations on "Learning To Learn."

Miami-Dade Community Coll. District, FL.

Pub Date—89

Note—47p.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Critical Thinking, *Curriculum Development, *Faculty Development, Inservice Teacher Education, *Instructional Improvement, Learning Modules, *Learning Strategies, *Learning Theories, *Professional Development, Questionnaires, Student Behavior, Teaching Methods, Two Year Colleges

In fall 1987, the Learning to Learn Subcommittee was formed at Miami-Dade Community College (M-DCC) to help design a formal course in teaching/learning theory, to identify effective student behaviors and teaching strategies to develop critical thinking skills, and to identify strategies to implement the "learning to learn" concept across all disciplines. The subcommittee surveyed the entire faculty and conducted focus interviews. Based on survey and interview results and assumptions about critical thinking, teaching/learning theory, and ethics, the subcommittee formulated the following recommendations on "learning to learn": (1) the work of the Learning to Learn Subcommittee should be continued by an ad hoc committee, whose focus should be to highlight existing course objectives, to develop and reinforce strategies for integrating critical thinking skills throughout the college, and to develop stand-alone workshops and courses specifically addressing critical thinking and ethics; (2) the focus on critical thinking should be institutionalized; (3) the course, "Effective Teaching and Learning in Higher Education," should include stand-alone modules on understanding teacher characteristics and teaching styles, understanding learner characteristics and learning styles, motivating students, discovering relevance, planning courses, developing practical applications, and applying institutional resources to classroom teaching/learning; (4) all course modules should be made available to the individual M-DCC campuses as independent units via workshops, tapes, independent study and other means; and (5) a Teaching/Learning Resource Center should be established on each

campus to house materials on critical thinking. A course outline of "Effective Teaching and Learning in Higher Education," findings from the survey of faculty and administrators, and a self-assessment instrument for faculty are appended. (JMC)

ED 313 078

Recommendations on Classroom Feedback.

Miami-Dade Community Coll. District, FL.

Pub Date—89

Note—12p.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Research, Community Colleges, *Faculty Development, *Feedback, *Instructional Improvement, *Student Improvement, Teacher Student Relationship, Two Year Colleges

Prepared by the Classroom Feedback Subcommittee of the Teaching/Learning Project, this report offers recommendations on "the sharing of constructive information between students and faculty relative to each other's performance through a process by which faculty learn about their teaching and students learn about their learning." After presenting this definition of classroom feedback, the report explains that the purpose of classroom feedback is to develop a variety of methods and data sources so that faculty can assess the immediate effectiveness of their teaching, guide their teaching, gain a long-term view of student performance, and provide evidence of successful teaching. After discussing the assumptions that guided the work of the committee, the report presents the following recommendations: (1) a Teaching/Learning Resource Center should be designated on each campus to provide resources for faculty who wish to implement classroom feedback; (2) time should be set aside to enable faculty to broaden their knowledge about the use of classroom feedback; (3) a modular format should be developed for a classroom feedback graduate course to provide independent learning opportunities for course segments; (4) budgetary commitments should be made to provide the time and financial support necessary for faculty to conduct classroom feedback projects; (5) opportunities should be provided for faculty to develop or reinforce their skills in conducting summative evaluations; (6) an improved Information Flow System should be devised to provide information about the progress students have made in the institution; and (7) efforts should continue to identify a variety of effective techniques to provide feedback to students about their learning. The original subcommittee report is attached. (JMC)

ED 313 079

Recommendations Concerning New Faculty.

Miami-Dade Community Coll. District, FL.

Pub Date—89

Note—28p.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgeting, Community Colleges, Employment Interviews, *Faculty Development, Faculty Evaluation, *Faculty Recruitment, Personnel Selection, *Teacher Orientation, Two Year Colleges

Recommendations concerning faculty recruitment, screening, selection, orientation, and development are presented as developed by the New Faculty Subcommittee of Miami-Dade Community College. The recommendations include the following: (1) the college should establish and fund the position of Recruitment Coordinator, adopt an organized recruitment procedure conforming to a college-wide calendar, and establish a specific recruitment budget; (2) the college should explore the fiscal and legal impact of incentives to attract new faculty, continue efforts to offer competitive salaries and fringe benefits, and provide budgetary support for the appointment of at least 20% of new faculty at an advanced academic rank; (3) screening for each full-time faculty vacancy should be conducted by a committee which includes faculty representation; (4) interviews with faculty candidates should incorporate principles of behaviorally oriented interviewing, and interviewers must be trained to gather position-related information and generate accurate evaluations; (5) a realistic job review, separate from the screening committee interview, should be given to interviewees; (6) all new full-time faculty should participate in a formal orientation program; (7) the New Faculty Orientation Committee should assume responsibility for planning, conducting, evaluating, and modifying the

new faculty orientation program, which should consist of an annual pre-service orientation, monthly campus meetings, a mentor program, and opportunities to participate in additional staff development activities; and (8) a Teaching/Learning Resource Center should have resources and materials relevant to the orientation of new faculty and their continuing development. Materials in support of the recommendations are attached. (JMC)

ED 313 080

Teaching of Psychology: Ideas and Innovations.

Proceedings of the Third Annual Conference

(Philadelphia, Pennsylvania, March 9-11, 1989).

Philadelphia Coll. of Pharmacy and Science, PA;

State Univ. of New York, Farmingdale, Agricultural and Technical Coll.

Pub Date—Mar 89

Note—186p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Child Rearing, Classroom Techniques, Community Colleges, *Course Content, Cross Cultural Studies, Developmental Psychology, Ethical Instruction, Higher Education, *Instructional Innovation, Program Descriptions, Psychological Studies, *Psychology, *Teaching Methods, Two Year Colleges, Undergraduate Study, Urban Education

This conference proceedings includes the text of 15 of the 27 presentations made at the third annual Conference on Undergraduate Teaching of Psychology. In addition to a conference program, the proceedings includes the following papers: (1) "Multiethnic, Crosscultural Illustrations for Psychology Courses," by Judith Gray; (2) "A Computerized Information Test," by I. Michael Cyrulnik; (3) "Teaching the Underprepared Student at the College Level," by Stanley C. Feist; (4) "Teaching and Advising the Reluctant Psychology Major," by Linda L. Dunlap; (5) "Group Supervision of Novice Psychology Instructors: Application of Psychodynamic Principles to the Group as Well as the Classroom," by Irene Gillman Brusch; (6) "The Shame of Not Knowing," by Carl Goldberg; (7) "Teaching Psychology of Women to Inner-City College Students," by Linda Anderson-Barboza; (8) "A Videotaped Simulation of Ethical Issues as a Tool in Teaching Research Ethics to Psychology Undergraduates," by John B. Morganti; (9) "Using Tests to Teach Validity and Reliability Concepts to Non-Psychology Majors," by Frank M. Berni; (10) "Getting Undergraduates Involved in Psychological Research," by Kathleen E. Harring and Laura Snodgrass; (11) "Mama Rat and Her Pups: An Observational Project for Courses in General Psychology," by Bernard Mausner; (12) "Classroom Exercises and Activities for a Course in Human Sexuality," by Gregory J. Smith; (13) "The Means and Ends of Raising Children: Parent Interview Activity," by Frank M. Berni; (14) "The Special Friends Program: A Developmental Psychology Practicum," by Gregory J. Smith; and (15) "An Introductory Psychology Laboratory Designed and Taught by Undergraduate Teaching Interns," by Thomas Creed, Victoria Littlefield, and Michael Livingston. (JMC)

ED 313 081

Scholarship: The Community College's Achilles' Heel.

Virginia Community Colleges Association

Occasional Paper Series, Number 1, Fall 1989.

Virginia Community Colleges Association.

Pub Date—89

Note—22p.

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Responsibility, *College Role, Community Colleges, Faculty College Relationship, *Faculty Development, Faculty Publishing, Professional Recognition, *Scholarship, Two Year Colleges, Writing for Publication

Scholarship—or, rather, the lack of it—is a major weakness of the American community college. The most immediate problem the community colleges face in this area is that of developing a clear and meaningful definition of scholarship. Community colleges have paid little attention to scholarship for a number of reasons: (1) community colleges take pride in their commitment to effective teaching, setting off endless debates over research versus teaching; (2) two-year colleges have been unwilling to recognize and reward scholarly activities; (3) com-

munity college presidents and deans of instruction fail to emphasize and promote scholarly activities for themselves; (4) community college professionals have failed to realize that thinking in terms of the job rather than of the profession, with its inherent obligation to scholarship, results in neglect of scholarship; and (5) faculty and administrators have rarely engaged in regular and systematic approaches to the evaluation and improvement of teaching that extend beyond individual classrooms. The most obvious way to enhance scholarship in the community college setting is to include scholarship as an important part of the rewards system. In addition, each college should institute a forum devoted to scholarship, and ensure released time, summer employment and study, and other avenues for scholarly pursuits. Ultimately, presidents and deans of instruction must lead the way in establishing a climate on campus that promotes scholarship. (JMC)

ED 313 082

JC 890 561

Johnson, Martin L.

Finite Mathematics and Discrete Mathematics: Is There a Difference?

Pub Date—Oct 89

Note—14p; Paper presented at the Annual Meeting of the American Mathematical Association for Two-Year Colleges (Baltimore, MD, October 25-29, 1989).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Algorithms, Community Colleges, *Course Content, *Mathematical Applications, *Mathematical Concepts, *Mathematics Curriculum, Textbooks, Two Year Colleges
Identifiers—*Discrete Mathematics, *Finite Mathematics

Discrete mathematics and finite mathematics differ in a number of ways. First, finite mathematics has a longer history and is therefore more stable in terms of course content. Finite mathematics courses emphasize certain particular mathematical tools which are useful in solving the problems of business and the social sciences. Discrete mathematics courses, on the other hand, emphasize a particular guiding principle for all mathematical inquiry, namely the "algorithmic viewpoint." Discrete mathematics emphasizes mathematical induction and proofs, while finite mathematics avoids proofs and emphasizes applications and intuitive understanding. Because of this, finite mathematics is a terminal math course for many students, whereas discrete mathematics is an introductory course for its constituency. In spite of differences, courses in discrete and finite mathematics have similar prerequisites and cover a number of the same topics. The main difference between the two is the clientele served. Discrete mathematics courses serve mainly computer science students, and finite mathematics courses serve students from commerce and social science backgrounds. Therefore, and unfortunately, finite mathematics courses tend to be less rigorous. Given that mathematical expectations are rising for students in business and social sciences, a common course merging discrete and finite mathematics should be developed. A chart showing the overlap in the content of finite and discrete mathematics textbooks is attached. (AYC)

ED 313 083

JC 890 562

Kuss, Hans J.

Humanizing Occupational Education: Outcomes.

Pub Date—89

Note—15p; Paper presented at the Midwest Conference of Academic Affairs Administrators (St. Louis, MO, November 30-December 2, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountants, *Communication Skills, Comparative Analysis, Computer Science Education, Educational Needs, Graduate Students, *Liberal Arts, Literature, *Outcomes of Education, Technical Education

Technicians and scientists seem to have lost their ability to communicate across specializations and with the general public. A study was conducted at McDonnell Douglas Corporation, in Missouri, to assess differences in communicative ability among accountants and computer programmers. The present study sought to determine the effects of a liberal arts education on communicative ability, i.e., whether courses in English and literature affected the communicative ability of accountants and computer programs. McDonnell Douglas Corporation

provided their employee samples of accountants and computer programmers for the study, while Southern Illinois University's graduate school of arts and sciences provided the computer science and literature student samples. The Truell Comm Style instrument was administered to each of these four groups to measure the analytical, affiliative, conceptual, and activative characteristics of the respondents' communication styles. The primary communication style of the accountants, computer programmers, and computer science graduate students was analytical, while the primary style of the English/literature graduate students was conceptual. Accountants and computer programmers who studied more than three courses in English/literature showed higher conceptual ability. A general education, with copious amounts of liberal arts courses should be the central core of education, with a thoughtful connectedness of attached occupational courses. (AYC)

ED 313 084

JC 890 563

Jenkins, John H.

Analysis of Placement Practices for Calculus in Postsecondary Education: Final Report.

Embry-Riddle Aeronautical Univ., Prescott, AZ. Spons Agency—EXXON Education Foundation, New York, NY.

Pub Date—89

Note—26p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, *Calculus, Community Colleges, Curriculum Research, *Mathematics Curriculum, *Mathematics Tests, National Surveys, Postsecondary Education, Questionnaires, *Student Placement, Two Year Colleges, Universities

In 1989, a survey was conducted of 1,003 two-year colleges and 997 four-year colleges to identify criteria used to place students into Calculus I and II, determine respondents' perceptions of the effectiveness of the placement procedures, and gather information on the first-year calculus curricula of the schools. Study findings, based on usable responses from 429 two-year colleges and 562 four-year colleges, included the following: (1) most of the responding schools based placement on either high school record, national achievement test score, or placement test results; (2) 25 two-year colleges and 3 four-year colleges did not offer calculus; 17 two-year colleges and 2 four-year colleges had no direct placement, and 70 two-year colleges and 81 four-year colleges relied on self-placement; (3) local or national placement tests were used by 58% of the schools with a placement procedure; (4) 74 two-year colleges and 176 four-year colleges used a local placement test, 77 two-year colleges and 122 four-year colleges used a commercial placement test, and 68 two-year colleges and 185 four-year colleges used a national test; (5) among schools that used a placement test developed by the Mathematical Association of America, there was no consistency in cutoff scores for Calculus I placement; (6) almost half of the colleges with placement procedures viewed placement as advisory rather than mandatory; and (7) over 60% of the respondents from both two- and four-year colleges predicted that there would be a major change in the calculus curriculum within the next 10 years. The survey instrument is attached. (AYC)

ED 313 085

JC 890 564

Archer, Chalmers, Jr. Archer, A. J. Finch

Peer Counseling as a Major Financial Aid Office Support.

Pub Date—[85]

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Peer Counseling, *Student Financial Aid, *Student Financial Aid Officers, Student Loan Programs, *Student Personnel Services, *Student Personnel Workers

Peer counseling is an effective way for financial aid offices to increase productivity and enhance the quality of their services. Students turn naturally to other, more experienced, students for advice, but unless their peers are properly trained, they can provide erroneous or biased information. Training for financial aid peer counselors should involve experiential workshops, intensive supervised practicum experiences, presentations, filmstrips, role playing, and interaction with professionals. In addition to explaining the financial aid application process,

training should emphasize the client's right to confidentiality and privacy, and the importance of interpersonal skills. In addition to this training, a manual should be provided covering all practical aspects of financial aid, relevant terminology, and the responsibilities of the peer counselor. Once the peer counselors have completed their initial training, they become members of the financial aid office staff, taking on both counseling and administrative responsibilities. Peer counselors should be able to: (1) make appropriate referrals; (2) explain to current and prospective students their options regarding financial aid; (3) help students complete all required forms; and (4) conduct productive group discussions on topics such as "how to do more with less," "what to do before borrowing," and "how much debt can one afford." The key to the effective use of peer counselors is the cooperation of the entire financial aid office staff. (AYC)

ED 313 086

JC 890 565

Avery, Chris

A Report from ICAMI: The Institute for Computer-Aided Mathematics Instruction.

De Anza Coll., Cupertino, Calif.

Pub Date—[89]

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Computer Assisted Instruction, *Faculty Development, *Inservice Teacher Education, *Mathematics Instruction, Program Descriptions, Simulation, Summer Programs, Teacher Workshops, Two Year Colleges

De Anza College's Institute for Computer-Aided Mathematics Instruction (ICAMI) is a direct outgrowth of the computer-aided mathematics program, in California, started at the California college in 1982. ICAMI focuses on the design and dissemination of effective instructional models for: (1) skill building for more efficient problem solving, focusing on mastering pre-, beginning, and intermediate algebra skills; (2) exploration of mathematical concepts such as limits, differentiation, and integration at the pre-calculus and calculus levels; and (3) simulation and stochastic processes. In the summers of 1988 and 1989, ICAMI conducted three 6-week programs focusing on these models, each accommodating between 10 and 34 participants. The program entitled "Basic Skills in Problem Solving" was designed to help teachers of pre-, beginning, and intermediate algebra to develop a plan to implement computer-aided instruction in their classes and to select a large number of problems, matched with course curriculum and categorized into problem-solving strategies. The program entitled "Teacher-in-Service: Exploratory Model" helped instructors develop a curriculum for the 1989-90 school year that employed the numerical and graphical strengths of the computer to teach mathematical concepts from algebra through calculus. The third program, entitled "Interactive Statistics with Probability," was designed to introduce junior and senior high school teachers to simulation, graphics, and computer-driven interactive activities. Course outlines are provided for each of the summer institutes. (AYC)

ED 313 087

JC 900 001

McCabe, Robert H.

Floridians at Risk of Losing Higher Education Opportunity.

Pub Date—Nov 89

Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, *Academic Standards, *Access to Education, Basic Skills, College Bound Students, *College Preparation, Community Colleges, Educational Needs, Employment Qualifications, Enrollment Trends, Equal Education, *High Risk Students, Minimum Competency Testing, *Parent Participation, Parent Student Relationship, Student Motivation, Track System (Education), Two Year Colleges
Identifiers—*College Level Academic Skills Test, *Florida

The Florida Cabinet has decided to accept a significant decrease in the number of individuals completing college degrees, as long as those who do graduate are able to pass the College Level Academic Skills Test (CLAST) at a considerably higher level than is presently required. Under the new standards, only 48% of the first-time CLAST examinees are expected to pass the test, and the impact on

minorities will be even more severe. The new CLAST standards are based on the assumption that improvements in Florida's high school education during the 1980's would raise graduates' academic competence and skills base. This has not happened. Over the past 10 years, the percentage of students enrolling at Miami-Dade Community College with skills deficiencies has remained between 61% and 66%. After two years of community college education, few of these students have been able to improve their competencies enough to pass CLAST at the new levels. The real objective is not to require higher competencies of a smaller number of individuals, but rather to significantly increase the percentage of the total population who have the academic skills required for productive employment. Only 37.9% of American high school students are tracked into academic curricula, but 71% of them will actually proceed to some form of higher education and 80% of the jobs available will require some post-secondary education. As a result of high school tracking, 30% of the entering college students will be underprepared for college-level work, and many will fail or drop out. To remedy these problems, high schools must begin to operate on the assumption that a large percentage of their graduates will require strong academic skills. In addition, parents must involve themselves in the education of their children and provide the support and motivation that fosters a commitment to education. (AYC)

ED 313 088 JC 900 003
Faculty Excellence at Miami-Dade Community College.

Miami-Dade Community Coll. District, FL.
Pub Date—Oct 88

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Educational Quality, *Interpersonal Competence, *Knowledge Level, Learning Processes, Student Motivation, *Teacher Characteristics, *Teacher Effectiveness, *Teacher Motivation, Teacher Responsibility, Teaching Styles, Two Year Colleges
Identifiers—Miami Dade Community College FL

The qualities and characteristics of excellent faculty at Miami-Dade Community College (MDC) are described in this paper. First, an underlying set of assumptions is presented, stressing that the qualities identified as representative of faculty excellence apply equally to classroom teachers, librarians, counselors, and other non-teaching faculty, and that the paper is intended to be neither a job description nor an evaluation instrument. The definitional statements indicate that: (1) with respect to their own motivation and their ability to motivate others, excellent faculty are enthusiastic about their work, set challenging individual and collective performance goals for themselves and their students, are committed to education as a profession, project a positive attitude about students' ability to learn, and display ethical professional behavior; (2) in terms of their interpersonal skills, excellent faculty treat all individuals with respect, appreciate diverse talents, work collaboratively with colleagues, are available to students and listen attentively to what they say, are responsive to student needs, are fair in their evaluation of student progress, present ideas clearly, and create a climate conducive to learning; (3) with regard to their knowledge base, these faculty are knowledgeable about their profession, their discipline, and learning processes; integrate current subject matter into their work; respect diverse views; and are well prepared and well organized; and (4) with respect to applying their knowledge, excellent faculty provide students with alternative ways of learning, stimulate intellectual curiosity, encourage independent thinking and analytical listening, provide cooperative learning opportunities, give prompt and constructive feedback, attend to feedback from students and others, and provide clear and substantial evidence that students have learned. (JMC)

ED 313 089 JC 900 004
Honold, Julie A. Keeter, Scott

Survey of Enrollment Decisions of Virginia Community College Students.
Virginia Commonwealth Univ., Richmond. Survey Research Lab.

Spons Agency—Virginia State Council of Higher Education, Richmond.

Pub Date—20 Oct 89

Note—150p.

Pub Type—Reports - Research (143) — Tests/

RIE APR 1990

Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Community Colleges, *Enrollment Influences, *Enrollment Trends, Questionnaires, *Surveys, Trend Analysis, Two Year Colleges, *Two Year College Students

In 1989, a study was conducted to examine the influence of student demographics (e.g., age, race, and year of high school graduation) and student enrollment characteristics (e.g., full/part-time and new/continuing) on enrollment trends in Virginia community colleges. Telephone interviews were conducted with a representative sample of 601 students, soliciting information about the importance of various factors and goals in their decision to attend a community college, their educational plans, high school background, applications to four-year colleges, and perceptions of relative college costs. Study findings included the following: (1) 88% or more regarded acquiring basic skills, gaining a sense of personal accomplishment, acquiring general knowledge, and preparing for a career or occupation as "very" or "somewhat" important; (2) those in the youngest age group (17-21 years) were most likely to consider transfer to a four-year institution as "very important" in their decision to attend a community college, while the oldest age group (35+ years) was most interested in gaining a sense of personal accomplishment; (3) two-thirds of the respondents considered course and program availability, quality of teaching, and location to be "very important" factors in their choice of college; (4) location and cost were "very important" to more returning students than to new/transfer students; (5) 49% planned to complete a community college program and 35% thought it would take 1 year or less while 37% thought it would take 2 years; (6) one-third indicated that they had applied to a four-year school, and part-time students were more likely than full-time students to have been accepted; and (7) over 80% perceived community colleges as less costly than four-year public or private institutions. Appended to the study are analyses of survey responses broken down by student characteristics, responses to open-ended questions, the survey instrument, and a sample size and sample error chart. (VVC)

ED 313 090 JC 900 006

Boss, Roberta S.

Application of Performance Appraisal Systems to Evaluation of College Composition.

Pub Date—[89]

Note—37p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Classroom Techniques, Community Colleges, *Cooperative Learning, *Educational Testing, Grouping (Instructional Purposes), *Peer Evaluation, Peer Groups, Small Group Instruction, Student Evaluation, Two Year Colleges, *Writing Evaluation

Drawing from a review of the literature and a comparative study of evaluation techniques, this paper offers a rationale for the use of performance appraisal as a method of evaluating student writing. The literature review covers: (1) various roles played by composition teachers, including the students' audience of one, writing coach, and Socratic tutor; (2) the art of rhetoric and the science of linguistics; (3) criteria and scales for evaluating student writing holistically, including Diederich's scales of general merit and mechanical skills and Lloyd-Jones's primary trait scoring method; (4) the importance of communicating expectations and evaluation criteria to students and providing feedback on how well their compositions meet these standards; (5) the distinction between grading and evaluating; and (6) the limitations of revision checklists. The next section of the paper explains and offers support for the use of performance appraisals, like those used in industry, to make students aware of the factors that are priorities for an assignment before they turn in their papers. The final section reports on a study comparing the effects on student writing of direct teacher instruction and collaborative learning in peer groups as means of providing feedback. Appendixes include 76 references, a chart on the development of rating scales, a sample assignment and revision/grading sheet for the assignment, and two additional assignments with a list of grading points for each. (JMC)

ED 313 091 JC 900 007

Cooper, Stephen S. And Others

Strategic Leadership Issues Involving Technology Transfer through the Community College.

Pub Date—22 Sep 89

Note—29p; Paper presented at the Annual Conference of the National Council for Occupational Education (15th, Vancouver, British Columbia, Canada, September 22, 1989).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Role, Community Colleges, *Economic Development, *Leadership, *School Business Relationship, Statewide Planning, Technological Advancement, *Technology Transfer, Two Year Colleges
Identifiers—*Virginia

Arguing for a leadership role for Virginia's community colleges in the state's economic development, this paper describes the efforts of the Virginia Community College System (VCCS) and the Center for Innovative Technology (CIT) to meet the changing technological needs of business and industry. Section I provides an overview of the economic, social, and technical changes that have taken place in Virginia, suggesting that in an era of fast-paced change, community colleges can be a valuable partner with business and industry in the preparation of a trained labor force. This section also introduces a joint CIT/VCCS Economic and Technology Development (ETD) program initiated in 1987 to encourage and facilitate existing and emerging businesses' use of the programs and services of the Commonwealth's colleges and universities. Section II discusses the traditional role of community colleges in economic development as providers of technical and industrial education and educational services to small and medium-sized businesses, while section III looks at the emerging leadership role of the colleges in economic development. This section calls for increased involvement in worker training and retraining and technology transfer. Section IV examines political considerations in gaining approval for and implementing the ETD program, while section V foresees a growing leadership role for the CIT in economic development. Concluding comments consider the forms of strategic leadership displayed in the implementation of the states technology transfer program. (AYC)

ED 313 092 JC 900 008

Board of Governors, California Community Colleges: 1989-90 Basic Agenda.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—[89]

Note—19p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, College Administration, College Faculty, College Planning, College Programs, Community Colleges, Educational Finance, Educational Objectives, *Educational Policy, Educational Quality, Governance, Governing Boards, *Policy Formation, School Personnel, Staff Development, *Statewide Planning, Student Personnel Services, Two Year Colleges
Identifiers—*California

The basic agenda of the Board of Governors of the California Community Colleges is developed annually to address the most salient issues confronting community colleges in a proactive manner. The 1989-90 agenda differs from previous editions in its focus on emerging trends and its organization of proposed initiatives under a new set of topical categories designed to make the agenda more consistent with college operations and policies. The new categories are: (1) academic affairs, which includes transfer education, vocational education, educational quality, and English as a Second Language and basic skills; (2) student services, which encompasses all components of the state's matriculation program; (3) human resources, which includes staffing, faculty diversity, and educational quality; (4) finance, which includes policy recommendations for the simplification of the proposed program-based funding system and the development of a long-range capital construction plan; and (5) administration, which includes proposals for ensuring effective planning and accountability, strengthening cooperation with local boards and the Academic Senate of the California Community Colleges, improving the image of the colleges, and clarifying the significant role of the Community College Foundation in the areas of public relations and fund raising. (AYC)

ED 313 093 JC 900 009
Sheehan, Maria C.

Faculty and Staff Diversity Update. A Report.
California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Jan 90

Note—32p.; Discussed as Agenda Item 2 at a Meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, January 18-19, 1990).

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affirmative Action, *College Faculty, *Minority Groups, *School Personnel, State Surveys, Teacher Recruitment, Two Year Colleges

Identifiers—*California

This quarterly report of the Faculty and Staff Diversity (FSD) Unit of the Chancellors Office of the California Community Colleges presents the 1988-89 objectives of the unit and the actions taken to meet them during the first quarter of the year. The objectives include: (1) the analysis of FSD expenditures by districts during 1988-89; (2) the review of district FSD/affirmative action plans; (3) the provision of technical assistance to districts; (4) the establishment of a nationwide marketing system to attract qualified educators and a statewide registry of applicants; and (5) the development of intersegmental liaisons and links with professional associations and other groups concerned with FSD. A section on the program's budget, indicating that of the \$1.4 million budgeted for 1989-90, \$1.1 million has been earmarked for local assistance, is followed by sections on program accountability and an awards program to recognize outstanding district achievements. A consultant's report on district progress toward the achievement of affirmative action goals is appended. Based on survey responses from 62 districts, the progress report provides information on FSD expenditures, increases in underrepresented group applicants and hires, colleges targeted for recruitment efforts, districts' self-evaluations of outcomes, ongoing funding requirements, and specific activities that did and did not have expected results. Concluding comments indicate that community college districts have launched widespread advertising and recruitment activities, conducted in-service training to emphasize staff diversity needs, reviewed and revised affirmative action plans, and established networks with minority and women's organizations to seek qualified candidates. The faculty and staff diversity fund assessment questionnaire for 1988-89 is provided. (AYC)

ED 313 094 JC 900 010
Program-Based Funding Update.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Jan 90

Note—99p.; Discussed as agenda item 10 at a meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, January 18-19, 1990).

Pub Type—Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Budgeting, Community Colleges, *Financial Policy, Mathematical Formulas, Models, Policy Formation, *Program Budgeting, *State Aid, Two Year Colleges

Identifiers—*California

Representing the work of a Task Force on Community College Finance established by the California State Legislature, this report recommends criteria and standards for the implementation of a new program-based funding mechanism for the state's community colleges. After reviewing the legislative mandate for the implementation of program-based funding, the report recommends standards determining level of service and the corresponding funding deemed appropriate for five categories of community colleges operations: (1) credit instruction, with the standard ratio of full-time/part-time instructors set at 75/25 and the standard student/faculty ratio set at 25/1; (2) instructional services and libraries, with standards established for the staffing and materials of libraries and media centers; (3) student services, with standards and unit costs established for admissions/records, orientation, assessment, counseling and career planning, financial aid, placement services, and student activities; (4) maintenance and operations, with allocations based on footage of owned facilities and

enrollments at leased facilities; and (5) institutional support. Next, the report explains the use of two proposed allocations for each district: a target allocation determined by defining standards that are then translated into the level of funding needed to meet the standards and a standard allocation determined by simplified formulas that attempt to come as close as possible to the target allocation. Proposals regarding minimum and equalization funding conclude the report. Relevant legislation, standard allocation formulas and workload measures for program-based funding, standard allocations for each district, a comparison of current formula revenue and standard allocations, and an extensive report, "Program-Based Funding Model for the California Community Colleges," by MPR Associates are appended. (AYC)

ED 313 095 JC 900 011
Annual Report on Extended Opportunity Programs and Services.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Jan 90

Note—15p.; Discussed as agenda item 12 at a meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, January 18-19, 1990).

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Counseling Services, Economically Disadvantaged, *Educational Counseling, *Educationally Disadvantaged, Financial Support, Minority Groups, Program Effectiveness, Program Evaluation, State Programs, State Surveys, *Student Characteristics, Student Financial Aid, Student Personnel Services, Trend Analysis, Two Year Colleges

Identifiers—*California, *Extended Opportunity Programs and Services

Each year, the Office of the Chancellor of the California Community Colleges is required to submit a report to the state legislature on Extended Opportunity Programs and Services (EOPS). The 1990 report provides information on the data elements necessary for a statewide database for the periodic evaluation of EOPS programs and services and numbers of EOPS students who have been served and who have achieved their educational goals. After providing background on the 20-year history of EOPS in California, the report identifies significant trends in EOPS based on a 1987-88 survey of community college EOPS directors. Highlighted findings included the following: (1) EOPS enrollment was growing, with preliminary data showing an increase of as much as 7% for the 1988-89 school year; (2) EOPS students were older than the average community college student; (3) 62% of the 1987-88 EOPS students were women, and 67% were ethnic minorities; (4) EOPS students were less likely to have completed high school than all other full-time students; (5) 55% of the 1987-88 EOPS students had transfer as a goal, compared to 75% of all other full-time students; (6) district support for EOPS programs totaled nearly 33.5% more than that required by law, indicating a strong commitment to EOPS at the local level; (7) 40% of the EOPS students received instructional support under the program, with the most used service being tutorial services; and (8) 96% of EOPS students received academic and/or career counseling, 72% received some type of financial aid under the program, and 25% received assistance in preparing for transfer. (JMC)

ED 313 096 JC 900 012
Malinowski, Patricia A. Huard, Susan D.

A Writing Course Designed for Developmental College Students.

Community Coll. of the Finger Lakes, Canandaigua, N.Y.

Pub Date—[89]

Note—79p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Colleges, *Computer Assisted Instruction, *Course Content, Course Descriptions, Grammar, Prewriting, *Remedial Instruction, Two Year Colleges, *Writing Exercises, *Writing Instruction

Identifiers—*Community College of the Finger Lakes NY

This description of "Introduction to College Composition," a credit-bearing developmental writing course offered by the Community College of the

Finger Lakes, provides an overview of the writing, grammar skills, and reading components of the course. Introductory information indicates that the course adopts a process-oriented approach to the development of writing and grammar skills. The writing component includes maintaining a weekly journal, weekly compositions, and suggested pre-writing exercises on a computer. The grammar skills component revolves around the instructor's assessment of individual student's needs and results in the assignment of individual grammar chapters for each student. After providing a week by week schedule of the three course modules, the course description focuses on the nine course components: (1) assessment of students' writing ability, including the assessment test package; (2) the writing component, including sample journal assignments and journal topic sheets; information on weekly paragraph-writing, mini-essay, and essay assignments; and sample evaluation assignments; (3) lectures; (4) grammar instruction; (5) weekly student-instructor conferences; (6) computer-assisted instruction, including sample assignments; (7) peer editing; (8) reading assignments; and (9) library research. Classroom management forms are included. (JMC)

ED 313 097 JC 900 013
TACSE Research Annual; Volume 4, Number 1, Fall 1988.

Texas Association for Community Service and Continuing Education.

Pub Date—88

Note—63p.

Journal Cit.—TACSE Research Annual; v4 n1 Fall 1988

Pub Type—Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, College Programs, Colleges, Community Colleges, *Community Services, *Continuing Education, Curriculum Development, Energy Education, Higher Education, Institutional Survival, Salaries, School Personnel, State Surveys, Teleconferencing, Two Year Colleges, Universities

Identifiers—*Texas

This collection of research reports focuses on recent studies conducted by practitioners in the fields of public service and continuing education in Texas colleges and universities. "What It's All About," an editorial by David Wells, explains the balance colleges must maintain between serving their community and remaining fiscally stable. "Leadership for Continuing Education: A Call for Solid Footing," by Joe B. Rushing, examines the need for leaders in continuing education to move comfortably in both the world of academe and the world of work, service, and production in order to meet the needs of an increasingly technological nation. "Teleconferencing: The Window in the Ivy Covered Wall," by Darlyne Ervin and Karen Johnson, addresses the increasing use of teleconferences by community colleges to cost-effectively expand their educational systems. A questionnaire used to investigate the involvement of Texas community colleges in teleconferencing is included. "Developing a Curriculum for Continuing Education in Petroleum Technology," by William A. Dexter, describes Richland College's current and proposed petroleum technology courses. Finally, "1987 Personnel Profile/Salary Survey and Institutional Profile," by Howard W. Smith, Jr., and Kathy Jackson, reports on a comprehensive statewide survey of continuing education staff, salaries, and programming. (VVC)

PS

ED 313 098 PS 017 953
Butler, Joan M. Handley, Herbert M.

Differences in Achievement for First Grade Students Taught in Small Classes.

Pub Date—Mar 89

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For related document, see PS 018 430.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Class Size, Comparative Analysis, *Elementary School Students, Grade 1, *Listening Skills, *Mathematics Skills, Primary Education, Racial Differences,

*Reading Skills, Sex Differences, Socioeconomic Status

In this study relationships between class size and 688 first grade students' academic achievement in reading, listening, and mathematics were examined in the 1986-87 and 1987-88 school years. Achievement test scores of 338 children in classes of 20 children each in 1987-88 were compared with test data of 350 first grade children in classes of 27 students each during the 1986-87 school year. The Stanford Achievement Test Battery, Primary I, was administered in April in the course of the routine testing program for each of the two years. Test data reported by the test's publishers were employed as criterion variables in the study. Variables of gender, race, and class size were recorded from official class records. Eligibility for federal free lunch programs was the criterion used to evaluate socioeconomic status. Multivariate analysis of variance and analysis of variance statistics were used to analyze achievement differences. Results indicated that, compared to students taught in the larger group, the first graders taught in groups of 20 attained significantly higher total and subscale scores in word study skills, word reading, reading comprehension, vocabulary, listening comprehension, spelling, concept of numbers, mathematics applications, environment, and reading. No differences in achievement were associated with gender, race, or socioeconomic status in any of the areas tested. (RH)

ED 313 099

PS 018 127

Bernat, Thomas J.

Two Pathways of Friends' Influence: Description and Developmental Changes

Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date—Apr 89

Note—18p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary School Students, Elementary Secondary Education, *Friendship, High School Students, Individual Characteristics, *Individual Development, Models, *Peer Influence, *Peer Relationship, Student Adjustment

Identifiers—Developmental Theory

Data from a recent study of potential effects of friends' characteristics and friendship features on students' adjustment to school are used to illustrate the distinction between two contradictory assumptions about the path of peer influence. The first assumption, which is linked to the work of Bronfenbrenner, takes a negative view, and focuses on the friends' own characteristics, especially their attitudes and behavior. The second assumption, a positive view of peer influence attributed to Piaget and Sullivan, focuses on the features of the friendships. Positive features of friendship include intimacy, trust, and prosocial behavior, while negative features include conflict and rivalry. Subjects of the study were over 300 students from 5th, 8th, and 11th grades. Data suggest that the first pathway incompletely describes friends' influence. Close and supportive friendships have positive effects on attitudes and behavior at school. Data also suggest that attention should be given to the negative features of friendship. Findings support these hypotheses: (1) the features of children's and adolescents' friendships have a greater impact on some aspects of adjustment than on others; and (2) age changes in the impact of friendship features vary across aspects of adjustment. (RH)

ED 313 100

PS 018 132

Howard, Katrina C.

Early Prevention and Intervention Programs for At-Risk Students

Pub Date—[87]

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*County School Districts, *Early Intervention, Elementary Secondary Education, *High Risk Students, *Improvement Programs, *Prevention, *Student Improvement

Identifiers—*Georgia (DeKalb County)

This document describes programs implemented in the DeKalb County (Georgia) school system that attempt to remediate at-risk status and prevent students from becoming at-risk. DeKalb's programs focus on improved academics and social and

emotional well-being. The programs target children as young as 4 years of age, but continue through elementary and secondary schools. Programs include: (1) a magnet program for 4-year-olds; (2) a Developmental First Grade; (3) the elementary Remedial Education Program for reading; (4) a Lead Teacher for Student Services; (5) Adopt-A-School; and (6) the Homework Helpline. These programs are provided in addition to traditional remedial programs, such as Chapter 1 and other reading and mathematics programs that are effective for many students. It is concluded that the DeKalb County School System is making concerted efforts to prevent students from becoming susceptible to the maladies that often result from school failure. (RH)

ED 313 101

PS 018 224

Spodek, Bernard

Early Childhood Education in America: Consistencies and Contradictions

Pub Date—Jul 89

Note—21p.; Paper presented at the International Conference on Early Education and Development (Hong Kong, July 31-August 4, 1989).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Influences, *Cultural Pluralism, *Curriculum, *Developmental Psychology, *Early Childhood Education, Educational Change, Educational History, Educational Practices, *Educational Theories, *Ideology, Program Development, Teacher Education

Identifiers—Developmentally Appropriate Programs, *Developmental Theory, Program Characteristics, United States

Early childhood (ECE) programs should reflect the diversity of the populations and cultures for which they are designed. For example, there are varieties of support for early childhood education in the United States, where a basic distinction is made between programs for education and programs for child care. While some may believe that the alliance between the fields of ECE and child development is immutable and uniform, in reality programs differ in theories of development and educational ideology. Kohlberg and Mayer identified three educational ideologies that reflect different developmental theories: a romantic ideology reflecting a maturational view; a cultural transmission ideology reflecting a behavioral view; and a progressive ideology reflecting an interactionist, constructivist view. Although for many years the romantic ideology was associated with most preprimary programs, at present, ECE program in the United States are characterized by a cultural transmission ideology or a progressive ideology. It is well to keep in mind that while programs for young children should be developmentally appropriate, they should also be worthwhile educationally. The starting place for educational program development should be a value statement on what children ought to be and become. Implications for educational practice and teacher education are discussed. (RH)

ED 313 102

PS 018 254

Hong, Woong-Sun And Others

Elementary-Middle School Development Final Report. Occasional Paper 83-4.

Korean Educational Development Inst., Seoul.

Pub Date—Dec 83

Note—142p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Demonstration Programs, *Educational Development, *Educational Improvement, Educational Media, Educational Objectives, *Elementary Education, Foreign Countries, Instructional Materials, *Instructional Systems, *National Programs, Program Descriptions, *Program Development, *Program Evaluation, Radio, School Administration, Television

Identifiers—*South Korea

This report covers research, development, evaluation, and diffusion in its documentation of the experiences of South Korea's most comprehensive attempt at educational reform: the Primary and Middle School Development Project. An introduction provides background and a survey of Korean educational problems. Chapter II describes the proposed New Educational System (NES) in terms of objectives, school management system, and instructional system and materials. The NES consists of four subsystems relating to instruction, school management, instructional radio and television, and

school evaluation. Chapter III describes the development, demonstration, and diffusion of the NES in sections that cover small scale tryouts, comprehensive demonstration, development of teaching and learning materials, diffusion, and teacher training. Chapter IV reports on results of implementation with regard to project evaluation method, and evaluation of intrinsic and payoff goals. Conclusions and prospects are advanced in Chapter V, which concerns the impact of NES on educational broadcasting and policy, new textbooks, classroom instruction, and building of theory related to subject matter instruction. Appendices provide examples of a teacher's guide and student's workbook for fifth-grade social studies and a concise description of the project. (RH)

ED 313 103

PS 018 258

Buley, Randall J.

Gender and Academic Achievement in Education.

Pub Date—89

Note—12p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Ability, *Academic Achievement, College Students, Elementary School Students, Elementary Secondary Education, *Etymology, Expectation, Higher Education, High School Students, Literature Reviews, *Sex Differences, Sex Role, *Teacher Responsibility

Identifiers—Task Characteristics

Several recent studies concerning the influence of gender on academic achievement from elementary school through college are reviewed. The research covered focuses on: (1) academic attainment by gender; (2) achievement differences between males and females; (3) causes of achievement differences; (4) hemispheric brain preferences; (5) differential socialization through play and toys; (6) physiological and social differences; (7) the relation of task characteristics to achievement differences; (8) the role of ethnicity in gender differences; (9) the influence of classroom environment on gender differences in academic achievement; (10) academic areas in which sex differences are and are not found; (11) sex role expectations; and (12) cultural influences on pupil-teacher interaction. Concluding remarks focus on the educator's role in eradicating gender bias. Twenty-three references are cited. (RH)

ED 313 104

PS 018 274

Children and Community: Progressing through Partnership. Summary Report and Conclusion. Proceedings of the International Seminar of the Bernard van Leer Foundation (10th, Kingston, Jamaica, November 14-24, 1988). With the Co-operation of the West Indies.

Bernard van Leer Foundation, The Hague (Netherlands).

Report No.—ISBN-90-6195-016-3

Pub Date—Feb 89

Note—90p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Community Development, Community Programs, *Day Care, Developing Nations, *Early Childhood Education, Foreign Countries, *Helping Relationship, *International Programs, *Sociocultural Patterns, *Young Children

Identifiers—*Empowerment

This report focuses on children and the community. In the community. In the opening address, Dr. Willem H. Welling, Executive Director of the van Leer Foundation, describes the history of the foundation and the content of previous seminars. He concludes the address with a discussion of community empowerment. Father Gerard Pantin, the keynote speaker, discusses the helper's role in community development. The seminar summary and recommendations are divided into three sections. The first section concerns the management of the social and physical environment of the young child and the family. It stresses the importance of community programs and local empowerment in easing the stresses of changing family roles. The second section explores ways of caring for and educating the young child. These include quality day care programs, home care, play groups, and programs for teenage mothers and hard-to-reach families. The third section discusses the process of sharing and implementing a new model of early childhood education and care. Factors which may affect implementation of the model include available resources, networking, steps in the process, evaluation, advocacy and cooperation. (RJC)

ED 313 105 PS 018 277

Children at the Margin: A Challenge for Parents, Communities and Professionals. Eastern Hemisphere Seminar with the Cooperation of the Newcastle College of Advanced Education (3rd, Newcastle, New South Wales, Australia, November 13-20, 1987). Summary Report and Conclusions.

Bernard Van Leer Foundation, The Hague (Netherlands).

Report No.—ISBN-90-6195-013-9

Pub Date—Feb 88

Note—57p.

Pub Type—Collected Works—Proceedings (021)—Opinion Papers (120)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Community Role, Day Care, Developing Nations, Disadvantaged Youth, Early Childhood Education, Foreign Countries, *Health Personnel, High Risk Persons, Housing Needs, Industrialization, *Nutrition, Parent Education, *Parent Role, *Professional Services, Social Environment, Young Children

Identifiers—Empowerment, *Nutrition Services

At the seminar reported in this paper, concepts related to three types of "mediators" whose impact on the development of the child was seen as crucial were examined in the keynote address, in three short papers, and in the discussions of the seminar's three working groups. This report, which was adopted unanimously at the seminar's closing session is divided into three main sections: (1) The Parent and Community as Mediator; (2) The Professional and the Trained Parent as Mediator; and (3) The Socio-Physical Environment as Mediator. Topics discussed in section 1, on the parent and community as mediators, include the concept of marginality, examples of marginality, differences between industrialized and traditional societies, changes in women's work, marginalization in industrialized settings, implications for the concept of marginality, the concept of parent education, combating the disadvantages of marginalization, child care workers in the community, the educative role of the family, and policy aspects. In section 2, the topic of the professional and the trained parent as mediators is discussed in terms of the influence of professionals' attitudes, developing new relationships, professionals, para-professionals, parents, essential skills and knowledge, community empowerment and whether such empowerment is always possible, universal principles in training, informal networks, and evaluation and advocacy. Section 3, on the socio-physical environment as mediator, deals with access to resources, itinerant peoples and land, housing and urban change, secure and defensible space, nutritional imperatives, misleading nutritional beliefs, health imperatives, the knowledge and information environment, and the community's own initiative. (RH)

ED 313 106 PS 018 297

Philp, Hugh Chetley, Andrew
A Small Awakening. The Work of the Bernard van Leer Foundation: 1965-1986.

Bernard Van Leer Foundation, The Hague (Netherlands).

Report No.—ISBN-90-6195-015-5

Pub Date—Nov 88

Note—163p.

Pub Type—Historical Materials (060)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Community Involvement, Compensatory Education, *Day Care, Developed Nations, Developing Nations, *Early Childhood Education, Economically Disadvantaged, Family Life Education, *Institutional Mission, *Institutional Role, Minority Groups, One Parent Family, Parent Participation, Parents as Teachers, Policy Formation, *Program Development

Identifiers—*Bernard van Leer Foundation (Netherlands), *Institutional History

The development of the Bernard van Leer Foundation is recounted. The discussion illustrates general trends by means of selective project reviews and references to theoretical discussions which were prevalent in early childhood education during the period from 1965-1986. Also considered are activities encouraged by the foundation which have contributed to knowledge in the field. An introductory chapter is followed by chapters which focus on: (1) initial efforts of the foundation (1965-68) to support early childhood education projects, including four projects that illustrate the theory of compensation and the practical means of theory application; (2)

developments that occurred when the importance of parent and community involvement was recognized (1969-72) and the foundation began to facilitate the development of innovative programs and information dissemination capacities; (3) beginnings (1973-76) of new directions for the 1980s; (4) the tremendous conceptual, project development, and funding growth that occurred (1977-80) when early childhood care was increasingly integrated into project activities; (5) the analysis of past experience (1981-82) and the development of a coherent policy for the 1980s; (6) initial implementation of that policy (1983-86); and (7) efforts to expand (1987-88) the work of the foundation, arguments raised at the time, and program directions for the 1990s. (RH)

ED 313 107 PS 018 306

Rosenberg, B. G. Falk, F.
The Only Child: Sibling Presence-Absence or Single Parent Effects?

Pub Date—18 Apr 89

Note—11p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Family Influence, Individual Development, *Intelligence, Longitudinal Studies, *Middle Aged Adults, One Parent Family, *Sex Differences, *Siblings, Socialization

Identifiers—*First Born, Life Span Development, *Only Children

First-borns who were only children (onlies) and first-borns who had a sibling were compared on measures of intelligence from late adolescence at 18 years of age to late middle age at 60. The sample was composed of 38 female and 33 male first-born subjects from one- and two-child families. Wechsler Bellevue Intelligence Scale scores at late adolescence, middle age, and late middle age were available for all subjects. Findings indicate that effects were greater for females than for males. First-born females with a sibling score significantly higher on the Wechsler Bellevue scales than females without a sibling. Major differences appeared on the Verbal Subscale, the Verbal IQ, and the Full Scale IQ. For males, differences appear primarily on performance subscales. For females, the association of sibling presence with higher scores on the Wechsler Bellevue is strongest at late adolescence and late middle adulthood, though this difference is consistent over the life span. For males, the modest differences do not favor one time period in the life span. Results appear to confirm the disadvantaged status of the only child as contrasted with the first-born subject with a sibling on measures of intelligence. This disadvantage persists throughout the life span. Single parenting, significantly higher in onlies, appears not to be crucial. (RH)

ED 313 108 PS 018 307

Hitz, Randy Driscoll, Amy
Praise in the Classroom.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-89-1

Pub Date—89

Grant—OERI-88-062012

Note—3p.

Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, Early Childhood Education, *Elementary School Students, *Emotional Development, *Preschool Children, *Teacher Role

Identifiers—*Educational Encouragement, ERIC Digests, *Praise

Research suggests that: (1) teachers' use of praise may lower students' confidence in themselves; (2) systematic use of praise as a reinforcer in the classroom is impractical; (3) praise is a weak reinforcer; (4) various forms of praise have different effects on different kinds of students; and (5) use of praise is not the most powerful method for controlling deviant behavior and maintaining student attention. However, research also indicates that there are effective ways to praise students. The term "effective praise," or "encouragement," refers to a teacher's use of positive acknowledgments that neither judge student work nor assign status to the student. Encouragement offers specific, teacher-initiated, and

private feedback that focuses on improvement and efforts, uses sincere and direct comments, helps students appreciate their behaviors and achievements, avoids comparisons with others, helps children develop self-satisfaction from a task or product, and does not set the student up for failure. It is concluded that teachers who avoid ineffective praise and use encouragement create a classroom environment in which students do not fear continuous evaluation, can make and learn from mistakes, and do not need to strive to meet someone else's standard of excellence. Nine references are cited. (RH)

ED 313 109 PS 018 311

Blois, George T. Cushing, Katherine S.
Developmental Kindergarten Program Evaluation Report.

Harrison School District No. 2, Colorado Springs, CO.

Pub Date—Jul 89

Note—51p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Administrator Attitudes, *Developmental Programs, Interviews, *Kindergarten, Pretests Posttests, Primary Education, Program Descriptions, Program Effectiveness, Program Evaluation, School Districts, *Standards, *Student Improvement, *Teacher Attitudes

Identifiers—Colorado (Colorado Springs), Developmentally Appropriate Programs, *Program Characteristics

The evaluation of the Developmental Kindergarten (DK) Program at the Harrison School District #2, Colorado Springs, Colorado, involved pre- and post-testing of student academic gains and interviewing of principals and teachers. The program aimed to provide developmentally appropriate activities for students believed to be "at risk" of failure in a regular kindergarten program. A total of 36 students participated. Testing indicated that participants made gains on all three student measures employed. Principals believed that the DK program: (1) differed from the regular program; (2) had certain advantages; (3) had a positive impact in their buildings; and (4) helped students avoid learning and behavior problems while promoting their academic and social growth. Principals recognized the difficulties of starting such a program and indicated the lack of a guiding district philosophy. Teachers: (1) found differences and similarities among DK programs in different buildings; (2) believed that the DK program delivered many positive outcomes for students; (3) identified major concerns with the program; (4) differed in their expectations for the program's coming year; and (5) perceived the DK program as a means of developing alternative instructional strategies and sorting low-end students. Program emphases and comprehensive, exact specifications of standards for each area of emphasis are listed in appendices, which make up the bulk of the document. (RH)

ED 313 110 PS 018 313

Sylva, Kathy
Monitoring and Evaluating Early Education Programmes.

Pub Date—Jul 89

Note—19p.; Paper presented at the International Conference on Early Education and Development (Hong Kong, July 31-August 4, 1989).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Developmental Psychology, *Early Childhood Education, *Educational Trends, Foreign Countries, Piagetian Theory, *Program Evaluation, *Research Design, Research Problems

Identifiers—Research Results, *Research Trends

The paper addresses three questions: (1) What are the most successful techniques for measuring the effects of early childhood development (ECD) programs? (2) What are likely trends of future evaluations? and (3) How can future trends take into account recent research in developmental psychology? Predictions are made on the basis of trends in ECD programs and evaluation, and advances in developmental psychology. Table 1 lists a dozen trends in early childhood education programs which have emerged in the last quarter of the 20th century, while Table 2 envisions characteristics of evaluation in the year 2010. The discussion of trends in evaluation research, which is supplemented with illustrative data tables, cites four exemplars of different types of research, each of which is a prototype of design. It is maintained that research will vary in

scale and be increasingly experimental and rigorous in design. Large scale designs will employ increasingly sensitive measures and follow up greater amounts of time. A section of the paper which outlines trends in developmental psychology notes dissatisfaction with Piagetian theory, itemizes the legacy of Piaget, and asserts that more must be known about the relationship between the child's intellect, emotions, and social world. An illustration of a transactional theory of development is given which serves to indicate the ways in which ECD programs can change children's thoughts and feelings through a cycle of causes and effects. (RH)

ED 313 111 PS 018 320
Burns, Susan And Others

Young Children's Problem-Solving Strategies: An Observational Study. Alternative Assessments of Handicapped Children: A Series of Technical Reports and Working Papers. Technical Report No. 1.

George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development, Washington, DC; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—Oct 85

Grant—G0083C0052

Note—25p; For Technical Report No. 2, see PS 018 321

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Measurement, *Performance Factors, *Problem Solving, *Social Differences, *Socioeconomic Status, *Young Children
The purpose of this study was to identify features of young children's behavior that contribute to effective problem solving. A total of 24 children 4 and 5 years of age, half from low socioeconomic status (SES) families and half from high, were observed while performing perceptual/performance cognitive tasks. Five tasks were presented. All test sessions were videotaped, and observers coded behavior using a continuous time sampling procedure. Three mutually exclusive state codes measured duration of behavior; these were attention, attention and on-task manipulation, and off-task behavior. Five event codes measured task talk, visual scanning, trial and error responding, impulsive responding, and helpless confirmation seeking. Frequency of behavior that reflected problem solving strategies was recorded. Findings revealed that two of the behavior categories, "helpless confirmation seeking" and "task talk," were associated with 77 percent of the variance in test performance. Significant SES differences were found in all of the five categories of observed behavior, except "task talk." Results are discussed in terms of functional variables that are responsible for SES differences in performance. (RH)

ED 313 112 PS 018 321
Burns, Susan

Comparison of "Graduated Prompt" and "Mediation" Dynamic Assessment and Static Assessment with Young Children. Alternative Assessments of Handicapped: A Series of Technical Reports and Working Papers. Technical Report No. 2.

George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development, Washington, DC.

Pub Date—Oct 85

Grant—G008201038

Note—32p; For report No. 1, see PS 018 320.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Ability, *Cognitive Measurement, Comparative Analysis, *High Risk Students, Learning Problems, Performance Tests, Testing, *Transfer of Training, *Young Children
Identifiers—Cognitive Research, *Dynamic Assessment

Based on the assumption that the kind of instruction provided during testing is important when examining children's zones of proximal development, two methods of dynamic assessment, "graduated prompt" and "mediation," were compared to each other and to static assessment. In dynamic assessment, the examiner sets up a learning environment in the testing situation and takes measures on changes from pre- to post-training performance and on the amount of instruction that was required from

the tester for the child to obtain the posttest performance level. Developed originally for school-age children, the graduated prompt procedure includes a series of hints or prompts presented in a graduated sequence of increasing explicitness; children receive these aids in order to learn the rules needed to solve the problem correctly. In the mediational assessment method, examiners intentionally and directly teach the principles and strategies needed for task completion. The standard static method measures only the products of prior learning. A total of 60 children 4 to 6 years of age who were at academic risk participated. Findings revealed that children receiving either method of dynamic assessment were better able to perform a cognitive task independently than were children receiving static assessment. Children receiving the mediation method of dynamic assessment performed a transfer task better than did the graduated prompt and static assessment groups. (RH)

ED 313 113 PS 018 322

Ko, Peng Sim
Upgrading Pre-School Teachers' Teaching Skills through Centre-Based Intervention.

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands).

Pub Date—89

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English (Second Language), Foreign Countries, Inservice Teacher Education, *Intervention, *Preschool Education, *Preschool Teachers, Program Effectiveness, *Second Language Learning, State Programs, *Teacher Improvement, *Training Methods, Workshops
Identifiers—Singapore

A two-level training program was developed to help preschool teachers in Singapore upgrade their English teaching skills. At the first level, a core group of 20 teachers and 20 supervisors were trained in preparation, presentation, and participation stages. In the preparation stage, participants learned basic teaching skills required to foster the development of verbal fluency and listening skills among preschool children. In the presentation stage, teachers and supervisors implemented what they had learned in their own centers and classes. In the participation stage, participants learned how to write a lesson plan and worked in teams on a group project on curriculum development. At the second level of training, supervisors conducted workshops for teachers from their own centers or organizations. A total of 126 teachers were trained in these workshops on basic skills. Feedback about the training was positive. Supervisors indicated that they had benefited from the workshops. Classroom observations indicated a marked improvement in children's verbal ability in English, particularly in listening skills. Assessment of children's listening and oral communication skills indicated that children who received instruction at level two outperformed level one and control group children. (RH)

ED 313 114 PS 018 323
[Georgia's Special Instructional Assistance Program.]

Georgia State Dept. of Education, Atlanta.

Pub Date—8 Jun 89

Note—13p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compensatory Education, *Delivery Systems, Elementary Education, *Elementary School Students, Eligibility, Guidelines, *Instructional Systems, *Models, Parent Education, Parent Participation, State Programs, Teacher Student Ratio

Identifiers—*Developmental Delays, Developmentally Appropriate Programs, *Georgia

Information about Georgia's Special Instructional Assistance Program (SIA) is presented. The program is designed to serve children in kindergarten through grade five who are functioning below the normal expectations for their age range, usually as a result of deficient language and cognitive development. The vast majority of SIA teaching and learning activities in school are conducted through or based on language concepts. The SIA program addresses all areas of curriculum and children's development, but focuses on the enhancement of each child's ability to understand and use language. The program also involves lowering the pupil/teacher ratio; providing for an activity-based, integrated

curriculum; and involving parents in their children's education. Included in this document are materials authorizing the program, program implementation guidelines for the Office of Instructional Programs that focus on eligibility determination, delivery models, instruction, parent participation and training, staff development, program evaluation, application for funds, and the program planning process. Regulations concerning limits on class size and SIA and non-SIA student ratios for kindergarten, first, and second grades are appended. (RH)

ED 313 115 PS 018 329

Gilman, David Alan And Others
Why State Sponsored Reduced Class Size Programs Aren't Working: A Qualitative Research Study.

Pub Date—May 88

Note—17p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Size, *Costs, *Educational Improvement, *Educational Practices, Elementary Education, *Outcomes of Education, *Program Effectiveness, Small Classes, *State Programs
Identifiers—*Research Results

Several dimensions of state-sponsored, reduced-class-size programs are addressed. At present, 20 states are contemplating following the lead of Indiana's PRIME TIME and Tennessee's STAR programs. Yet the effectiveness of reduced class size in elementary schools continues to be uncertain and controversial. No one knows whether reduced class size has an impact on student success. Discussion in this report addresses the issues of: (1) who wants class size reductions, who doesn't, and why; (2) what research really says about small classes; (3) whether reduction of the size of classes can realize its potential; (4) alternatives to reduction of class size; (5) hidden costs of reductions; (6) likely long-term effects; and (7) the need for further research on the effects of class size reduction programs. (RH)

ED 313 116 PS 018 340

Conn, Edith Janell Rudd
Conflict Management Techniques for Kindergarten through Fourth Grade.

Pub Date—Aug 89

Note—34p; Paper presented at the Research Colloquia, "Issues in Education" (Murray, KY, August 1989).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Techniques, *Conflict, *Conflict Resolution, Cultural Influences, *Developmental Stages, Elementary Education, *Elementary School Students, Guidelines, Heredity, Individual Development, *Kindergarten Children, Social Influences, Theories

An elementary school teacher discusses conflict management techniques appropriate for use with children in kindergarten through the fourth grade. Discussion first recapitulates developmental theory from several perspectives, including those of Freud, Erikson, Piaget, and profiles conflict theory. Illustrative contemporary social problems that influence children's development, learning, and behavior are described. Discussion then focuses on the goals of children's behavior and on two types of children that present teachers with tremendous challenges in conflict management: the rejected child and the antisocial child. Discussion of conflict management techniques covers such subjects as: (1) development of cooperation, trust, and self-concept; (2) experience and learning symbols for kindergarten; (3) social skills training in preschool; (4) the DUSO (Developing Understanding of Self and Others) kit, peer tutoring, and target behavior; (5) the process of sharpening perception; (6) cooperation and collaboration; (7) fair fighting; (8) direct communication through practice and role-play; (9) class meetings; (10) mediation and intervention; (11) trained student mediators; (12) goal setting with student input; (13) conflict management practice; (14) attention disorders; (15) the process of restructuring thinking; (16) the SAT (Stop and Think) technique; and (17) discipline as teaching. (RH)

ED 313 117 PS 018 352

Frederick, Barbara
How Teachers Inadvertently Reinforce Negative Behavior of Elementary School Students through Negative Communications.

Pub Date—Aug 89

Note—36p.; Paper presented at the Research Colloquia, "Issues in Education" (Murray, KY, August 1989).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Problems, *Classroom Communication, Communication Skills, Educational Practices, Elementary Education, *Elementary School Students, Nonverbal Communication, *Teacher Behavior, *Teacher Characteristics, Teacher Responsibility, *Teacher Role, Teacher Student Relationship, Verbal Communication

This paper reviews ways in which teachers inadvertently reinforce negative behavior of elementary school students through negative verbal or nonverbal communication. Discussion first points out differences between nonverbal and verbal communication, and then focuses on consequences of negative communication for children. Special attention is given to teachers' use of judgmental vocabulary and demeaning labels, discourtesy, discouragement of verbal interaction, orders, demands, questions for which no real answer is expected, personal names as synonyms for commands, and domination of verbal exchanges. All of these forms of communication convey to children attitudes of aloofness, disrespect, lack of acceptance, and insensitivity. Also discussed are teachers' creation of a continually authoritarian classroom climate, use of mass punishment, assignment of blame for every discipline problem, use of threats for problem students, use of rejection and punitive behavior in response to student misbehavior that is threatening, and use of negative procedural feedback. Also addressed are the problems of teachers' structuring of emotional distance in the classroom, the impact of negative communication environments on students' self-esteem, and the "false fronts" of students who are depressed and have low self-esteem. (RH)

ED 313 118

PS 018 353

Holloway, Mary A.

Building an Early Childhood Parent-Teacher Resource Center.

Wake County Public School System, Raleigh, N.C. Spons Agency—Raleigh Junior League, N.C.

Pub Date—88

Note—63p.

Available from—Project Enlightenment, Wake County Public School System, 501 South Boylan Avenue, Raleigh, NC 27603 (\$12.00, plus \$1.80 postage and handling).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Check Lists, *Early Childhood Education, *Educational Resources, Financial Support, Guidelines, Learning Activities, Objectives, Personnel, *Program Development, Publications, *Resource Centers, Site Selection, Workshops

Identifiers—Parent Resources, *Parent Teacher Resource Centers, *Program Replication

This manual is a guidebook to the development of the Project Enlightenment Parent-Teacher Resource Center and serves as a reference for the replication of this type of center in other communities. The manual consists of three chapters that are conceptualized as building blocks, because they are sequential, incremental, and independent. Block A discusses awareness of the need for a Parent-Teacher Resource Center and the planning involved. Block B emphasizes the nuts and bolts of the center's organization and operation. Discussion begins with facilities and site and center arrangement. The following areas are described: Office and administration; instruction; production; video viewing; storage; a library; circulation; a foyer; and borrowing. Special centers and a children's corner are also described. Other topics in Block B include funding, personnel, resources, programming, public relations, and promotion. Block C describes the development of a center in one's own area and includes the most often asked questions about beginning a center. Helpful answers are offered by the center staff. Appendices provide an example of a game made by parents and teachers as well as a list of games with corresponding master activities index, a sample of the mailing list card, a publications list, and a supply fee sheet. (RH)

ED 313 119

PS 018 365

Taff, Louise Burgess, Kay

Working Parents of Preschool Children.

Wake County Public School System, Raleigh, N.C.

Spons Agency—Raleigh Junior League, NC.

Pub Date—88

Note—24p.

Available from—Project Enlightenment, Wake County Public School System, 501 South Boylan Avenue, Raleigh, NC 27603 (\$2.00, plus \$0.60 postage and handling).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Rearing, *Dual Career Family, Employed Parents, *Family Life, *Family Problems, *Family Relationship, Guidelines, Preschool Children, *Quality of Life

This booklet, which is primarily addressed to the needs of two-parent families, provides practical tips for working parents of preschoolers. The booklet focuses on organizing and managing time, streamlining tasks, and fostering an atmosphere of family cooperation. The first section discusses sharing responsibilities and establishing routines. The second offers practical tips for managing each segment of a typical day. The third section provides advice about streamlining day-to-day living. Discussion begins with the recognition that there are no easy solutions for dividing child care responsibilities and household tasks so that everyone in the family is satisfied. Concluding remarks emphasize that by setting up routines like the ones mentioned in the text, family members will become familiar with what needs to be done and will know what to expect from each other. (RH)

ED 313 120

PS 018 366

Alexander, Rosalyn H.

Off to a Good Start as Your Child Enters Kindergarten.

Wake County Public School System, Raleigh, N.C. Spons Agency—Raleigh Junior League, NC.

Pub Date—88

Note—29p.

Available from—Project Enlightenment, Wake County Public School System, 501 South Boylan Avenue, Raleigh, NC 27603 (\$2.00, plus \$0.60 postage and handling).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Background, *Educational Objectives, Guidelines, *Individual Characteristics, Individual Development, *Kindergarten, Kindergarten Children, *Parent Role, *Preschool Children, Primary Education, *Teacher Responsibility

Identifiers—*Transition Time

This question and answer booklet is designed to help parents and their children understand the importance of successful school entry and what happens in school. Questions include: How do I get my child into school? What is kindergarten like? How can I encourage school adjustment? What if my child is not eager to start school? How do I deal with my feelings? What can I do to help me feel more secure? Will school people understand the nontraditional family? What are general kindergarten program objectives? How will kindergarten meet my child's needs as a total person? How much structure will my child need after school? How do I create a good learning environment at home? Should I teach academics at home? Once school starts, how do I keep involved? What if my child will not talk about school? What should I do when my child is not feeling well? Who are school specialists and how can they help? Research findings have been incorporated into answers. The text lists physical, social, mental, and emotional characteristics for kindergarten children, as well as goals for development in these areas. Special sections of the booklet concern teaching children about safety and readiness for first grade. A list of suggested readings for children and parents is provided. (RH)

ED 313 121

PS 018 382

Kelley, Kathy

Simultaneous Bilingualism: An Overview.

Pub Date—89

Note—21p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingualism, Cognitive Processes, *Communicative Competence (Languages), Definitions, *Individual Differences, *Language Acquisition, Language Skills, Literature Reviews, Neurological Organization, Young Children

Identifiers—Research Results, *Simultaneous Language Acquisition

An attempt is made, using a partial review of the literature, to present a non-technical overview of some of the child-related issues in simultaneous bilingualism. While controversy still rages in the area of bilingualism research, some definite changes can be discerned over the past 40 years. Opinion has shifted from a deficiency perspective to an attempt to identify a process. Increasingly, researchers are attempting to isolate the many variables involved in linguistic and communicative competence. Some of these variables are the underlying intelligence of the speaker, socioeconomic and educational background, balance and quality of input, social context, and socio-political acceptance and acceptability of the two languages spoken. While there is an abundance of available research and literature on the subject, there is a corresponding dearth of agreement about most elements. Most researchers agree that more work is required before a consensus is possible about the relative benefits and disadvantages of bilingualism when separated from extraneous variables. Discussion focuses on cognitive factors in language acquisition, cognitive effects of bilingualism, patterns of acquisition, and the difficulty of maintaining bilingualism. A concluding neurophysiologic note and a summary are also included. (RH)

ED 313 122

PS 018 385

Jones, Jacquelyn O.

Designing Day Care: A Resource Manual for Development of Child Care Services.

Metropolitan Interfaith Association, Memphis, TN.

Pub Date—Jun 89

Grant—G-896111

Note—208p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Day Care, Day Care Centers, Family Day Care, Guidelines, Profiles, *Program Administration, *Program Development, Program Effectiveness, *Program Implementation, Rural Areas, State Programs

Identifiers—Group Day Care, *Program Characteristics, *Tennessee

Compiled to promote the development of high quality, affordable, and accessible day care programs in West Tennessee, this manual helps prospective child caregivers decide which kind of day care to operate and describes start-up steps and program operation. Section 1 focuses on five basic questions of potential caregivers: (1) Which type of child care do I want to provide? (2) What makes a successful working program? (3) Can I make this a profitable enterprise? (4) Is this the right line of work for me? and (5) Shall I proceed to design a day care service? Section 2 concerns licensing procedures, financial management, recruitment and enrollment of children, community support, program space, health and safety factors, the process of serving children with special needs, written program structure, equipment guidelines, and behavior management. Section 3 deals with administrative functions and program needs, such as staff development and support, children's records, recordkeeping, public relations, parent involvement, maintenance, and program evaluation. A subsection on successful working programs includes information gained from interviews conducted at six center-based programs, a family day care home, and a group day care home. (RH)

ED 313 123

PS 018 387

Johnson, John M. And Others

Teacher Perceived Problems and the Context of Teaching.

Pub Date—30 Mar 89

Note—76p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989). Best available copy: three pages contain light or blurred type.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Class Size, *Elementary School Teachers, Grade 1, *Primary Education, Public Education, Small Classes, *Teacher Attitudes, *Time

Identifiers—Project STAR

The major purpose of this study was to determine if there were meaningful differences between work-related problems of 310 first-grade teachers assigned to small classes, regular size classes, and regular size classes with full-time aide assistance. This paper reports on the analysis of results of a

single data source from the second year of Project STAR (Student Teacher Achievement Ratio), a comprehensive 4-year longitudinal study. Teachers involved in the project were asked to rate 61 items or statements about problems on a Frequency or Bothersomeness scale of a modified version of the Teacher Problem Checklist. The study found that all first-grade teachers, regardless of class size or the addition of a full-time aide, reported that problems related to time were more frequent and bothersome than other types of problems. Teachers of regular classes, in comparison with teachers of small classes, reported that problems related to time occurred much more frequently. (RJC)

ED 313 124 PS 018 388

Lawler, S. Diane

Early Childhood Supervision: Issues and Implications.

Pub Date—12 Mar 89

Note—14p; Paper presented at the Annual Meeting of the Association of Supervision and Curriculum Development (Orlando, FL, March 12, 1989).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, *Demography, *Educational Trends, *Elementary School Curriculum, *Futures (of Society), *Instructional Leadership, *Kindergarten, *Primary Education. Current issues and trends in kindergarten, as evidenced by research, are described. Topics include shifts in kindergarten curriculum, demographic shifts, and trends for the 1990s. Also discussed are possible strategies for change in kindergarten. Concluding remarks focus on the instructional leader's role in the future of kindergarten. Administrators are encouraged to examine budget expenditures for long-range benefits gleaned from monies spent providing the successful foundation in kindergarten upon which further school learning is based. (RH)

ED 313 125 PS 018 389

Lawler, S. Diane

Effective Parent-Teacher Conferences: A Guide for Student Teachers.

Pub Date—[81]

Note—11p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Check Lists, *Communication Skills, *Elementary Secondary Education, *Guidelines, *Objectives, *Parent Teacher Conferences, *Teacher Responsibility. Identifiers—*Communication Competencies, *Communication Context.

Student teachers are provided with guidelines for preparing, conducting, and following up parent-teacher conferences. Conference preparation is viewed as essential. A list of eight general objectives for planning conference activities is provided. Subsequent discussion focuses on scheduling and the atmosphere for the conference. Communication techniques, such as reflective listening, use of open responses, and avoidance of educational jargon are described. Potential areas of conflict are mentioned. Concluding discussion provides an example of an effective conference situation. Included in the text are a list of do's and don'ts for conferencing and a conference checklist that teachers can use to evaluate their conferencing behavior. (RH)

ED 313 126 PS 018 390

Shumow, Lee

How Kindergarten Parents Perceive Their Role in Sexual Abuse Prevention.

Pub Date—Aug 88

Note—26p; Paper presented at the Annual Meeting of the Chicago Association for the Education of Young Children (Chicago, IL, February 24-25, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Abuse, *Community Programs, *Community Surveys, *Kindergarten Children, *Parent Attitudes, *Parent Role, *Prevention, *Primary Education, *Program Improvement, *Sexual Abuse. Identifiers—*Child Assault Prevention Project, Ohio (Columbus).

A total of 57 parents of kindergarten children who participated in Columbus, Ohio's Child Assault Prevention Project (CAP) were surveyed in an effort to gather descriptive data on parent-child discussions,

practice of prevention strategies, and parent attitudes. A questionnaire was developed and tested. Part 1 of the questionnaire elicited information about the parents, such as parents' marital status and educational level, parents' relationship to the child, the number of children in the household, and the presence of a step-parent or adults other than parents in the home. Part 2 contained four questions about discussion of the CAP program and sexual abuse prevention in general. Part 3 listed 16 prevention strategies and asked parents whether they had used them. An additional set of seven questions concerned parental attitudes toward the potential success of sexual abuse prevention and who they believed should be responsible for the teaching of these prevention strategies. Parents were asked whether their child responded with fear to prevention efforts, and whether they had attended the parent in-service workshop. Parents who had not attended were asked to indicate why. Space was provided for parent questions and comments. A static group comparison research model was used to analyze the data. Findings suggest specific ways of improving parent in-services outreach on sexual abuse prevention. (RH)

ED 313 127 PS 018 391

McLaughlin, F. Joseph And Others

Effect of Comprehensive Prenatal Care and Psychosocial Support on Birthweights of Infants of Low-Income Women.

Pub Date—Apr 89

Note—17p; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (21st, Kansas City, MO, April 27-30, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Birth Weight, *Comparative Analysis, *Infants, *Intervention, *Low Income Groups, *Medical Services, *Mothers, *Prenatal Influences, *Program Effectiveness, *Social Support Groups, *Young Adults. Identifiers—*Postnatal Influences, *Prenatal Care, *Psychosocial Factors.

A study investigated effects of comprehensive prenatal care on birthweight, child development, and maltreatment of children. A total of 2,585 pregnant women were screened at their first prenatal visits and the 428 at highest social risk were randomly assigned to either comprehensive intervention or routine prenatal care. The comprehensive intervention was designed to provide psychosocial support and comprehensive health care for low-income women and infants during the mother's pregnancy and the first 2 years of the child's life. This report describes effects of the intervention on birthweight. Multiple regression analysis that used medical and social predictor variables showed a strong relationship between the set of predictors and the criterion variable of birthweight. Analyses of variance for primiparous and multiparous mothers showed an effect of intervention on birthweight for primiparous but not multiparous mothers. There was a significant interaction between intervention and age group. Effects of the intervention were greater for 17- to 21-year-old mothers than for others. It is concluded that the study demonstrates favorable effects of comprehensive prenatal care and psychosocial support on birthweights of infants born to young and primiparous low-income women. (RH)

ED 313 128 PS 018 393

Berrueta-Clement, John R. And Others

Changed Lives: The Effects of the Perry Preschool Program on Youths through Age 19. Monographs of the High/Scope Educational Research Foundation, Number Eight.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Report No.—ISBN-0-931114-28-4

Pub Date—84

Note—224p.

Available from—Monograph Series, High/Scope Foundation, 600 North River Street, Ypsilanti, MI 48197 (\$15.00, plus shipping).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Case Studies, *Compensatory Education, *Early Childhood Education, *Early Experience, *Etiology, *Longitudinal Studies, *Low Income Groups, *Outcomes of Education, *Research Design, *Social Responsi-

bility, Youth

Identifiers—*Perry Preschool Project, *Socioeconomic Success

This study is the eighth in a series of reports of longitudinal research on the long-term effects of participation versus nonparticipation in a program of high quality early childhood education, on 123 black youths from families of low socioeconomic status, who were at risk of failing in school. The study finds that young people up to 19 years of age who attended the High/Scope Educational Research Foundation's Perry Preschool Program (PPP) in the early 1960s continue to outperform peers who did not attend preschool. The PPP provided an organized educational experience directed at the intellectual and social development of young children who participated, in most cases, for 2 years when they were 3 and 4 years of age. Fifty-eight children were assigned to the preschool group called the experimental group and 65 children were assigned to the no-preschool group called the control group. The Perry Preschool study addressed the issue of whether high quality early childhood education would improve the lives of low-income children and their families, and the quality of life of the community as a whole. Sections of the report concern: (1) the background and context of the Perry Preschool Study; (2) preschool's effects on school success, early socioeconomic success, and social responsibility; (3) review and interpretation of study outcomes over time; (4) preschool's long-term impact; (5) the lessons of early childhood research; and (6) nine case studies of children growing up in Ypsilanti, Michigan. An appendix provides information about supplementary analyses of the data. Three commentaries on the study are included. (RH)

ED 313 129 PS 018 395

Grace, Cathy Howard, Esther

Training Principals To Develop Comprehensive Early Childhood Programs: The Mississippi Model.

Pub Date—Mar 89

Note—17p; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (44th, Orlando, FL, March 11-14, 1989).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, *Curriculum Development, *Educational Assessment, *Educational Planning, *Inservice Education, *Learning Centers (Classroom), *Primary Education, *Program Development, *Program Implementation, *Staff Development. Identifiers—*Mississippi.

In 1988, the Mississippi State Department of Education provided funds for the creation of a 40-hour staff development module for training the principals and central office staff of state accredited elementary schools to develop comprehensive early childhood programs. Here, the term 'early childhood' refers to programs for children between 5 and 8 years of age. This document describes the content of the training material in terms of phases of program development. Phases discussed concern: (1) definition and development of appropriate curriculum; (2) use of learning centers as an instructional setting; (3) use of assessment measures to strengthen a comprehensive early childhood program of instruction; and (4) development of a practical plan for implementing a comprehensive early childhood instructional program. It is anticipated that by 1990 over 200 administrators will have completed the training. An example of the action plan format suggested for use in Phase 4 is included. (RH)

ED 313 130 PS 018 397

Easing the Transition from Preschool to Kindergarten: A Guide for Early Childhood Teachers and Administrators.

Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau. Pub Date—[86]

Note—32p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Developmental Continuity, *Early Childhood Education, *Elementary School Curriculum, *Guidelines, *Kindergarten, *Organizational Communication, *Parent Participation, *Preschool Education, *Transitional Programs. Identifiers—*Developmentally Appropriate Programs.

This booklet provides a variety of ideas for pre-

school and kindergarten teachers and administrators interested in working cooperatively to establish linkages and ease the transition between educational settings for young children and their families. Benefits of facilitating transition for children, parents, and teachers and keys to successful transition are listed. Subsequent discussion concerns: (1) providing program continuity through developmentally appropriate curricula for preschool and kindergarten children; (2) maintaining communication between preschool and kindergarten staff; (3) preparing children for transition; and (4) involving parents in the transition. Differences and similarities between preschool and kindergarten children and programs are considered. (RH)

ED 313 131 PS 018 399

Seligson, Michelle. *Fink, Dale B.*
No Time to Waste: An Action Agenda for School-Age Child Care.
Wellesley Coll., Mass. Center for Research on Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; General Mills Foundation, Wayzata, Minn.; Grant (W.T.) Foundation, New York, N.Y.; Levi Strauss Foundation, Inc., San Francisco, Calif.
Pub Date—89
Note—104p.

Available from—School-Age Child Care Project, Wellesley College, Center for Research on Women, Wellesley, MA 02181 (\$6.00, plus \$2.50 shipping and handling).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Childhood Needs, *Cooperation, Definitions, *Educational Quality, Elementary Education, *Financial Support, Government Role, Guidelines, *Institutional Role, Latchkey Children, Models, *Program Development, *School-Age Day Care

Identifiers—*Program Characteristics

This book for persons interested in setting up high quality school-age child care (SACC) programs: (1) provides background information and a rationale; (2) describes a collaborative model of program development; (3) discusses program funding and resources; (4) considers approaches to recognizing high quality school-age child care; and (5) offers conclusions and 15 action recommendations. Chapter 1 delineates the severity of the problem. Chapter 2 describes the roles of such institutions and groups as schools, custodians, youth service organizations, public housing, and day care centers and homes in providing SACC. Chapter 3, on funding, discusses the Federal Dependent Care Block Grant Program, state welfare reform as a source of start-up funding, local public support for construction or renovation, and the possible contribution of operating funds by school districts, local governments, private charities, and other sources. Chapter 4 provides capsule descriptions of appropriate approaches for programs serving children of various ages, and offers more detailed discussion of accreditation, evaluation, on-site consultation, technical assistance, and model demonstration sites. Twenty-six references are cited. A list of programs, by state, and a list of related organizations are also included. (RH)

ED 313 132 PS 018 401

Marfo, Kofi. *And Others*
Early Intervention with Developmentally Delayed Infants and Preschool Children in Newfoundland and Labrador.

Memorial Univ., St. John's (Newfoundland). Faculty of Education.
Report No.—ISBN-0-88901-162-1

Pub Date—88

Note—107p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Early Intervention, Expectation, Foreign Countries, *Home Programs, Individual Development, *Infants, Parent Attitudes, Parent Child Relationship, Play, *Preschool Children, *Program Development, *Program Effectiveness, Program Evaluation, Research Methodology

Identifiers—*Developmental Delays, Newfoundland, Newfoundland (Labrador)

A study of Newfoundland's and Labrador's Direct Home Services Program (DHSP) for families of developmentally delayed infants and preschool-age children evaluated current efforts and obtained data for use in the development of strategies for future interventions. The study had six purposes: (1) to examine parents' early experiences pertaining to the

detection of their child's problem, awareness of and access to early intervention services, and contact with support groups; (2) to analyze parental perceptions and satisfaction regarding the early intervention program, including perceptions about the intervention worker's competence and professional skills; (3) to appraise parental expectations about the child's future and the relationship between these expectations and the perceived severity of the child's handicap or delay; (4) to obtain a measure of parent-child interactive play, both in terms of variety of activities and the frequency with which interactive play occurred; (5) to ascertain the program's effectiveness relative to the child's developmental progress; and (6) to examine the role that family ecological variables played in the intervention process. Findings are discussed. Nearly 50 references are cited. A questionnaire and fact sheet are appended. (RH)

ED 313 133 PS 018 402

McCord, Joan
Antisocial Behaviour and Parent-Child Relationships: A Statement of the Problem.

Pub Date—Jul 87

Note—15p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, Aggression, Alcoholism, *Antisocial Behavior, Conflict, Criminals, Discipline, *Family Characteristics, Family Environment, *Family Influence, Family Problems, Family Relationship, Family Structure, Longitudinal Studies, *Males, *Parent Child Relationship, *Prevention, Supervision

This longitudinal, prospective study used case material from 232 families in its analysis of effects of family environments on criminal behavior. Men who had participated in a crime prevention program were studied 40 years after their families had first been visited by counselors. The men's convictions for serious crimes provided a measure of the long-term impact of childhood environments. Serious crimes were defined as crimes that appeared on the Federal Bureau of Investigation Type-1 Index. Records describing the families were coded in terms of parental alcoholism, family structure and conflict, esteem of each parent for the other, and parental supervision, discipline, warmth, and aggressiveness. Analyses of the data revealed that families of criminals differed from families of non-criminals in many ways. Criminal rates tended to be low when family climate had been good. Maternal competence and control appeared to reduce crime. Families deficient along one dimension tended to be deficient along others as well. Combined deficiencies appeared to be particularly criminogenic. (RH)

ED 313 134 PS 018 403

Michalowitz, Rina
The Development and Cultivation of Imagination and Logical Operations in Young Children.

Pub Date—Jul 89

Note—14p.; Paper presented at the International Conference on Early Education and Development (Hong Kong, July 31-August 4, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Ability, Comparative Analysis, Disadvantaged Youth, *Elementary School Students, Foreign Countries, *Imagery, *Imagination, Piagetian Theory, Primary Education, *Student Improvement, *Training

Identifiers—*Israel

A study explored: (1) the possibility that imagination and imagery in young children can be developed by systematic practice; and (2) the extent to which the development of imagination and imagery affects other cognitive abilities, such as classification, seriation, and conservation. Concepts of imagery and operation schemes were derived from cognitive approaches oriented toward information processing and from Piagetian developmental theory. Participants were 133 children of 5 to 6 years of age, half of whom were disadvantaged. Children were divided into four treatment groups: two experimental and two control. Experimental groups received training in the use of operational schemes or imagery and imagination. Control groups received irrelevant training or no training. Training occurred in 50 sessions during a 3-4 month period. Results

showed significant improvement due to training, and thus indicated a clear positive relation between the cognitive abilities studied. Disadvantaged children who before training were below advantaged children in the ability to use operation schemes and control imagination, reduced and sometimes even eliminated the gap after training. It is concluded that since training was more beneficial to the disadvantaged, there may be limits to the contribution experience can make to the development of the cognitive abilities tested. (RH)

ED 313 135 PS 018 404

Phyfe-Perkins, Elizabeth. *Birtwell, Nancy*
Comprehensive Child Abuse Prevention: Working with Staff, Parents, and Children.

Pub Date—Nov 89

Note—14p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Atlanta, GA, November 3-6, 1989).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Abuse, *Curriculum, *Day Care, Early Childhood Education, Higher Education, *Parent Teacher Conferences, *Prevention, Program Descriptions, Safety, *School Policy

Identifiers—*Campus Day Care, University of Massachusetts

University Child Care at the University of Massachusetts in Amherst uses written policies, a personal safety curriculum, and parent-teacher dialogues to prevent child sexual abuse. This paper discusses aspects of these three components. Discussion of written policies focuses on the mandated reporter status of caregivers, state laws, procedures for reporting abuse, and daily classroom procedures. Aspects of the personal safety component include anatomically correct names for body parts, assertiveness skills, the right to privacy, differences in personal touches (the touch continuum), verbalization about unwanted touches, and ways in which a child can know whom to consult when troubled. Letters to parents concerning the curriculum content supplement the discussion. Material on parent-teacher dialogues and meetings includes discussions of child sexual abuse, public laws, classroom policies and strategies, abuse prevention curriculum activities, the parental role in prevention, indicators of abuse, ways to handle a disclosure, and related books and materials. (RH)

ED 313 136 PS 018 405

Nelson, Katherine
Meaning the Missing Piece.
Pub Date—28 Apr 89

Note—8p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classification, Cognitive Processes, *Concept Formation, *Developmental Psychology, *Research Needs, *Research Problems, *Semantics, Young Children

Identifiers—*Research Priorities, Research Suggestions

Issues of meaning have become central concerns of research on language development. There are at least four reasons for the neglect of meaning by earlier researchers. First, Chomsky's original theory assumed that syntax could be described and explained independently of meaning. Second, linguists had long assumed that semantics was too messy and difficult to get involved in. Third, psychologists viewed semantics as too easy and transparent. Fourth, issues of meaning, as defined in adopted philosophical models, seemed to psychologists and linguists to be too remote from the problems faced by the language-learning child. This paper: (1) indicates how each of these four reasons for neglect gave way in the light of new research; (2) sketches some recent approaches that address lexical meaning as a problem in its own right; and (3) describes a framework considered appropriate for further research into the process of how language is learned and the question of how word meanings and concepts relate to each other. The general approach described constitutes a functional framework for conceptual and semantic development, one that is based on the assumption that the child's mind is a system that is open to the potential and constraints of the social, cultural, and communicative world in

which the child develops. (RH)

ED 313 137 PS 018 406

Honig, Bill

Educating Young Children: Next Steps in Implementing the School Readiness Task Force Report. Program Advisory.

California State Dept. of Education, Sacramento. Report No.—FSB-88/9-10

Pub Date—12 Jun 89

Note—29p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Early Childhood Education, Elementary School Curriculum, Guidelines, Parent Participation, Preschool Curriculum, *Program Implementation, *School Readiness, Staff Development, State Programs, Student Evaluation

Identifiers—*California, *Developmentally Appropriate Programs

This program advisory provides direction to school districts and providers of preschool and early primary programs in California who are implementing the recommendations of the School Readiness Task Force Report, "Here They Come: Ready or Not!" The Task Force Report addressed the issue of what kind of education would be necessary during the early years of a child's life if the child were to be prepared for the 21st century. It was concluded that California should increase support for the education of 4-year-olds and change the nature of kindergarten and first grade programs so that the programs fit the children in them. This advisory gives attention to Task Force recommendations about curriculum and instruction, assessment, parent involvement, and staff development. Sections focus on: (1) defining the educational program; (2) building partnerships with parents and among schools and programs; and (3) implementing the recommendations. In the last section, procedural suggestions and ideas are offered. Appendices provide acknowledgements, a reading list of 20 citations, and a list of related publications available from California's State Department of Education. (RH)

ED 313 138 PS 018 407

Isbell, Rebecca And Others

Beginning at the Beginning: Literacy Development from Infancy through Kindergarten.

Pub Date—2 Nov 89

Note—17p.; Paper presented at a Preconference Session at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 2, 1989).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, Early Childhood Education, *Family Environment, Guidelines, Infants, Kindergarten Children, *Learning Activities, *Parent Role, Preschool Children, *Teacher Role, Toddlers

Identifiers—Bookmaking, *Emergent Literacy, Literacy Events

This paper describes the kind of environment that nurtures emerging literacy in a consistent and comprehensive way from infancy through kindergarten. The paper also examines the rationale for encouraging young children to communicate and become authors. A section on opportunities for literacy development covers writing centers, show me activities, sustained silent writing, the making of a field trip book, and the making of other sorts of books. Over 60 references are cited. (RH)

ED 313 139 PS 018 408

Tse, Miranda Siu Ping

The Use of Computers in Early Childhood Education: A Growing Concern.

Pub Date—Jul 89

Note—9p.; Paper presented at the International Conference on Early Education and Development (Hong Kong, July 31-August 4, 1989).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Uses in Education, *Early Childhood Education, Educational Practices, Foreign Countries, Microcomputers

Identifiers—*Hong Kong

A rationale for introducing computers in early childhood education in Hong Kong is presented. Findings from a survey of computer use in preschools, and case studies of preschools in which children use computers but do not achieve desired

results, provide the background for this discussion. Arguments advanced for the use of computers concern children's ability to adapt, problem-solving techniques, and decision-making processes. It is asserted that children who use computers in a well-planned manner will adapt to the demands of a fast-changing technological world and become familiar with a variety of tools. The computer provides an enormous data base for use in problem solving. The use of software packages geared toward decision making and self-directed learning will encourage children to assume responsibility for their own learning, develop interest in their work, and become lifelong learners. Teachers and educators have the job of seeing that computers are used sensibly. Vignettes highlight problems identified in the research. (RH)

ED 313 140 PS 018 409

Minick, Patricia A.

Developing an Instrument to Assess Parent-Caregiver Communication during Morning and Afternoon Transition Times in Day Care Centers.

Pub Date—Jul 86

Note—77p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Check Lists, Child Caregivers, *Communication (Thought Transfer), Communication Research, *Day Care Centers, Early Childhood Education, Parents, Parent Teacher Cooperation, *Test Construction, *Test Reliability

Identifiers—*Informal Communications, *Transition Time

The major purpose of this study was to develop a reliable observation instrument to code parent-caregiver communication as it occurs when children are dropped off and picked up at day care centers. The Parent-Caregiver Communication Checklist (PCCC) was designed as an observation tool to assess informal communication between parents and caregivers or directors in day care centers. The instrument contains content and structural components, with the latter assessing frequency, duration, and responsibility in communication. Other features of the PCCC include ratings of setting and tone of communication, a coding manual, and an observer training program. Pilot testing at four centers revealed reasonable pre- and in-field data collection reliability, and moderate to high retest reliability for most dimensions of the measure. This report: (1) provides a literature review of parent-caregiver relations; (2) describes the development of the instrument, observer training, and data collection; (3) reports findings concerning the observer and retest reliability of the checklist; and (4) discusses findings. The report contains citations of 51 references, and, in the appendices, the PCCC coding manual and an outline of the observer training program. (RH)

ED 313 141 PS 018 410

Doty, Jeanice J.

Reducing Excessive Absenteeism among First Grade Public School Students.

Pub Date—Jun 84

Note—27p.; Practicum Report, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attendance, Comparative Analysis, *Elementary School Students, Grade 1, *Intervention, Primary Education, Program Effectiveness, Public Schools, *Student Improvement

An elementary school teacher designed and implemented a program intended to reduce excessive absenteeism among first grade public school students. The program consisted of four basic parts: (1) perusal of attendance cards and grade books prior to treatment; (2) implementation of treatment; (3) post-perusal of attendance cards and grade books; and (4) tabulation of results. Students in the treatment group participated in a program designed to reduce absenteeism through the implementation of a high incentive program involving parents and students that lasted for 10 weeks. The intervention involved distribution of a "Welcome Back" sticker intended to establish rapport with students receiving the treatment; establishment of rapport with a comparison group of students in another first grade class; discussion of the importance of daily class attendance; a math lesson on counting absences from attendance cards; and a language lesson concerning ways in which students could arrive at school on time on a daily basis. As a result of the intervention, students in the treatment group in-

creased in attendance up to 90 percent or more and received grades of C or higher during the treatment period. Appendices provide a sample attendance card, a table illustrating pre- and post-intervention results, and a dissemination package. (RH)

ED 313 142 PS 018 411

Harville, Valerie Terrill

Initiating a Developmental Motor Skills Program for Identified Primary Students.

Pub Date—Jun 86

Note—71p.; Practicum Report, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Developmental Programs, Educational Practices, *Elementary School Students, Grade 1, *Individual Development, *Learning Activities, Primary Education, Program Effectiveness, *Psychomotor Skills, *Student Improvement

Identifiers—*Developmental Delays

A physical education specialist at an elementary school in one of the fastest growing sections of the country developed and implemented a developmental motor skills program for primary school students. The program focused on: (1) developing a method of referring students for testing; (2) providing a specialized motor diagnostic test; (3) improving students' self-esteem; and (4) promoting administrator and teacher awareness of the importance of identifying and remediating students with motor skill deficiencies. Participants were 3 girls and 7 boys in the first grade. After target children were pretested and results were evaluated, activities that would improve the children's motor skills were designed. Activities were scheduled over a 10-week period and involved exercise stations for warm-ups, balance, agility, sequencing, visual acuity, auditory discrimination, and coordination. Evaluation results showed that children improved significantly in their overall motor development. Six of the ten children showed improvement in self-esteem. Recommendations are offered regarding the use of the report as a guide for administrators who wish to adopt a similar developmental motor skills program in their schools. Related materials, such as lists of the motor skills activities and symptoms of perceptual difficulties are appended. (RH)

ED 313 143 PS 018 414

Higgins, Martha Jean Adams And Others

Excellence in Education: A Model for Curriculum.

Reid Chapel African Methodist Episcopal Church, Columbia, SC; V.V. Reid Elementary School, Columbia, SC.

Pub Date—Sep 89

Note—61p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Blacks, Course Descriptions, *Curriculum Development, Curriculum Guides, *Educational Objectives, *Primary Education, Private Schools, *Religious Cultural Groups

Identifiers—*Course of Study for Elementary Schools

This guide represents the completion of phase one of the curriculum development process at the V. V. Reid Elementary School, a primary school established in 1989 under the sponsorship of Reid Chapel African Methodist Episcopal Church, Columbia, South Carolina. Contents of the guide include a statement of the school's philosophy of education, lists of textbooks and supplementary materials reviewed, lists of adopted textbooks and supplementary materials, descriptions of the course of study in 11 curriculum areas, and brief discussions of curriculum implementation and student evaluation. Curriculum areas include reading and writing, language arts, mathematics, science, social studies, African-American studies, spelling, health, physical education, aesthetic awareness, and personal development. Concluding material provides a statement of the overarching religious goals of learning and education, with special reference to African-American children, and a prayer of school affirmation. Inspirational quotations on achievement are appended. (RH)

ED 313 144 PS 018 420

Harrit, Lottie

Developing a Family Day Care System with a Low Turnover Rate.

Child Care Council of Westchester, Inc., White Plains, NY.

Pub Date—Aug 89

Note—8p.; Paper presented at the National Family Day Care Conference (San Mateo, CA, August 3-6, 1989).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Certification, Community Information Services, *Community Programs, *Delivery Systems, Early Childhood Education, *Family Day Care, Program Descriptions, Referral, Resource Centers, State Programs

Identifiers—*New York (Westchester County), *Program Characteristics, State Regulation

Nine components of Westchester County's Family Day Care System in White Plains, New York, are outlined in some detail. Westchester County, comprising 450 square miles of cities, suburbs, towns, and villages, borders on the Bronx, and, while very affluent, has the second largest number of homeless persons in the nation, and an ethnically and economically very mixed population. Westchester's unique system of family day care has a provider turnover rate of 11 percent, in contrast to the 40 to 50 percent that is common nationally. In this report, prior to the outline of system characteristics, background information is provided on: (1) the regulatory system for family day care in New York State; (2) the functional role of the Child Care Council of Westchester in administering family day care for the county; and (3) characteristics of the family day care system in Westchester, including the satellite model the system is based upon, the independent contractor status of family day care providers in Westchester, and the two-step family day care system in which consultants are responsible for up to 20 certified family day care providers and any number of registered providers in their base area. (RH)

ED 313 145 PS 018 421

de la Cruz, Beverly Metro
Implementing a Whole Language Curriculum To Improve Oral Language Competence in an Inner-City Kindergarten.

Pub Date—89

Note—124p.; Ed.D. Practicum, Nova University
Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Communication Skills, *Cooperative Learning, Curriculum Development, Inner City, *Kindergarten Children, *Learning Centers (Classroom), *Oral Language, Parent Participation, Primary Education, Program Effectiveness, Program Implementation, *Student Improvement Identifiers—*Whole Language Approach

A kindergarten teacher designed and implemented a practicum for increasing the oral language competence of 20 kindergartners in an inner-city public school. Goals were to improve children's receptive and expressive language abilities, social skills, and mastery of kindergarten curriculum objectives, and to increase parent involvement. A whole language curriculum was implemented. Instruction focused on themes that included all curriculum content areas. Coordinated curriculum components were designed to maximize student involvement in class activities. Learning centers and cooperative learning strategies contributed to the establishment of a nurturing classroom atmosphere. Parent participation was encouraged through conferences, newsletters, parent education materials, and parent-and-child activities. Primary teachers were trained in whole language teaching and learning principles and strategies. Practicum evaluation data revealed that the intervention was effective beyond expectation. The intervention increased the children's receptive and expressive vocabularies, improved their use of appropriate language structures, and contributed to mastery of curriculum objectives. It was evident that the program had a positive impact on teachers. (Author/RH)

ED 313 146 PS 018 422

Klingstedt, Joe Lars
Students at Risk. Final Report.

Texas Univ., El Paso.

Pub Date—Aug 89

Note—183p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Case Studies, Early Parenthood, Educational Practices, Elementary School Students, Elementary Secondary Education, Ethnic Groups, *High Risk Students, High School Students, *Identification, *Intervention, Junior High School Students, National Surveys, *Program Ef-

fectiveness, Questionnaires, *School Holding Power, Sex Differences, *Student Characteristics Identifiers—*Texas (El Paso)

Part of a national research project, this study of students at risk involved elementary and high school pupils in the El Paso (Texas) area. Investigators sought answers to questions concerning the identity and characteristics of at-risk students, and school intervention programs and their effectiveness. Data were gathered on 296 students in three schools. Information collected included presence or absence of 45 at-risk factors and the frequency of use of 13 strategies designed to help students succeed. A "holding power statistic" was computed for the high school; an intensive case study was done on one student; and records of 40 pregnant girls were examined. Findings indicated that 40 percent of the students were seriously at risk, in contrast with 25 percent in the national sample. Males were found to be slightly more at risk than females. Hispanics were most at risk, followed by Blacks, Native Americans, Whites, and Asians. Principals and teachers reported spending 21 percent to 30 percent of their time with students at risk and 80 percent felt their efforts were average or above average in productivity. Strategies most frequently used to help students included parent involvement, computer instruction, tutoring, extra instruction in basic skills, and flexible scheduling. Strategies considered most effective included extra instruction in basic skills, placement in classes smaller than typical, parent involvement, use of special teachers, and special education. Discussion concludes with recommendations. Related materials appended include the case study, an optional study on variables relevant to the profile of teen mothers in El Paso County, and a bibliography on at-risk students citing 112 references. (RH)

ED 313 147 PS 018 424

Foster Care: Incomplete Implementation of the Reforms and Unknown Effectiveness. Report to Congressional Requesters.

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.

Report No.—GAO/PEMD-89-17

Pub Date—Aug 89

Note—103p.

Available from—U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies \$2.00 each, 25% discount on orders for 100 or more copies).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administration, Background, Cost Effectiveness, *Federal Legislation, *Foster Care, Government Role, Incentive Grants, *Program Effectiveness, *Program Implementation Identifiers—*Reform Efforts, *Rules and Regulations

The General Accounting Office conducted a comprehensive assessment of the degree to which the section 427 reforms of the Adoption Assistance and Child Welfare Act of 1980 had been carried out, whether they were working, and whether they were still needed. A Senate Subcommittee and House Select Committee requested the assessment in response to reports that abuses of foster care were continuing despite the enactment of reforms in 1980 and increased appropriations for child welfare services. An executive summary is followed by a six-chapter report on findings. Chapter 1 is an introduction. Chapter 2 details foster care protections required for child welfare incentive funds. Chapter 3 addresses the issue of whether the reforms have been carried out. Chapter 4 reports on the effects of the reforms, and Chapter 5 assesses the continuing need for federal incentives for reform. Chapter 6 provides conclusions, recommendations, and an evaluation of agency comments. Related materials, such as the requirements of sections 427 and 425 and Health and Human Service's compliance review components, and the outcome of the Administration on Children, Youth, and Families reviews of states' compliance with section 427, are provided in eight appendices. A list of 124 references is included. (RH)

ED 313 148 PS 018 425

Foster Parents: Recruiting and Preservice Training Practices Need Evaluation. Report to Congressional Requesters.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-89-86

Pub Date—Aug 89

Note—68p.

Available from—U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies \$2.00 each, 25% discount on orders for 100 or more copies).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Etymology, Foster Care, *Foster Family, *Personnel Needs, Profiles, Program Descriptions, Program Effectiveness, *Recruitment, *Training

Identifiers—*Preservice Training

A review of practices for the recruitment and preservice training of foster care parents was conducted. Foster care professionals were consulted and the literature on foster care was researched to identify causes for the nationwide shortage of foster parents. Professionals' views were sought on how best to recruit and provide initial training to foster parents. After an executive summary and introduction, the analysis is presented under the following topics: (1) reasons for the critical shortage of foster parents; (2) principles of effective foster parent recruiting; (3) principles of effective foster parent preservice training; and (4) evaluation and demonstration of effective recruiting strategies. The report also contains a recommendation that the Secretary of the Department of Health and Human Services (DHHS) conduct a comprehensive evaluation of the comparative effectiveness of various foster parent recruiting strategies. Appendices provide highlights of selected states' foster parent recruiting and preservice training programs, comments from DHHS, and other related material. Fifty references are cited. (RH)

ED 313 149 PS 018 426

Foster Care: Delayed Follow-Up of Noncomplying States May Reduce Incentive for Reform. United States General Accounting Office Report to the Commissioner of the Administration for Children, Youth and Families.

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.

Report No.—GAO/PEMD-89-16

Pub Date—Sep 89

Note—10p.

Available from—U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies \$2.00 each, 25% discount on orders for 100 or more copies).

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compliance (Legal), Federal Aid, Federal Legislation, *Foster Care, *Incentive Grants, *State Programs

Identifiers—*Followup Reviews, *Recoupment of Funds

This brief report focuses on one issue discussed in the General Accounting Office's (GAO) review of the foster care reforms required for states' receipt of additional funds under the Child Welfare Services grants program: whether the Administration for Children, Youth, and Families (ACYF) is providing incentive funds only to those states that have instituted the reforms ACYF requires under section 427 of the Social Security Act. GAO found that ACYF has been diligent about recouping Child Welfare Services incentive funds once a state has been determined to be ineligible for these funds. Conversely, ACYF has been slow to review the performance of some states that have failed compliance reviews in previous years, resulting in payments of about 24.7 million dollars since 1984 to six states that may not have been eligible for those funds. Recommendations and ACYF comments are included in the text, along with an appended table of data on incentive funds paid to states after they failed their most recent compliance reviews. (RH)

ED 313 150 PS 018 427

Early Childhood Education: Information on Costs and Services at High-Quality Centers. Fact Sheet for the Chairman, Committee on Labor and Human Resources, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-89-0130FS

Pub Date—Jul 89

Note—21p.

Available from—U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies \$2.00 each, 25% discount on orders for 100 or more copies).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Criteria,

*Early Childhood Education, Educational Quality, Incidence, *Insurance, *Preschool Education, *Program Costs, Religious Organizations, Standards, Surveys, *Teacher Salaries
Identifiers—Fact Sheets, *Program Characteristics, *Religious Affiliation

This fact sheet contains preliminary results from a General Accounting Office (GAO) survey of selected high-quality early childhood education (ECE) centers. To gather data, questionnaires were sent to directors of 265 full-day, full-year preschool and early childhood education programs accredited by the National Association for the Education of Young Children (NAEYC). Data used in these analyses represent tabulations for 158 of the centers. Sections of the report concern cost per child, teacher salaries, insurance costs, costs of supplementary services, and number of religiously affiliated centers. Appendices provide a comparison of selected requirements (S. 123 criteria and NAEYC standards) for early childhood education programs; objectives, scope, and methodology of the survey; ECE centers' expense categories as a proportion of total costs; summary data on teacher salaries; and summary data on the costs of supplementary services. (RH)

ED 313 151 PS 018 428
Hensley, Edna R., Ed. Reks, Ruth, Ed.
Building Blocks for a Healthy Life: Ages Birth to 3.

North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Mental Retardation and Substance Abuse Services.

Pub Date—88

Note—46p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Day Care, Early Childhood Education, Educational Objectives, Guidelines, *Health Activities, *Health Education, Health Materials, Infants, *Inservice Teacher Education, *Learning Activities, *Preschool Children, *Resource Materials, Toddlers

Focusing on services for infants and toddlers, this curriculum and resource guide for child caregivers provides information leading to the realization of three objectives by suggesting learning activities intended to help young children and their caregivers: (1) develop skills in choosing and practicing positive health behaviors; (2) become more accepting of responsibilities for personal health and well being; and (3) become more self-confident in their ability to control their health practices. After a brief introduction, sections of the guide offer information on parenting, child development, personal health, nutrition, injury prevention, dental health, wellness, and emotional health. Contents in each section are organized around a set of objectives that are supplemented by recommended activities and a list citing resource materials. Cited resource materials include guides and books for children and adults, as well as manuals, activity materials, pamphlets, learning packages, and films. Appended are nutrition tables and a dental chart. Approximately 100 references are cited. (RH)

ED 313 152 PS 018 429
Arnett, Jeffrey

Understanding Reckless Behavior in Adolescence.

Pub Date—Apr 89

Note—10p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Alcohol Abuse, *Contraception, *Egocentrism, Females, High Schools, *High School Students, Males, Research Needs

Identifiers—Driving, *Risk Taking Behavior, *Sensation Seeking

Briefly described is a theory of reckless behavior in adolescence that includes cognitive and biological factors. Discussion focuses on several factors: the adolescent's egocentric personal fable—the adolescent conviction that his/her thoughts and feelings are unique, the personality trait of sensation seeking, the fact that by their late 20s or early 30s the biological engine that drives individuals' sensation seeking slows down, the experience of the consequences of egocentrism, the work experience, and marriage. Findings from research on drunk driving among male high school students and sex

without contraception among female high school students supplement the discussion. It is acknowledged that offered suggestions concerning the decline of reckless behavior are speculative. A call is made for longitudinal and cross-sectional studies on the decline of reckless behavior from adolescence to early adulthood. (RH)

ED 313 153 PS 018 430
Butler, Joan M. Handley, Herbert M.

Differences in Achievement for First and Second Graders Associated with Reduction in Class Size.

Pub Date—Nov 89

Note—13p.; Paper presented at the Mid-South Educational Research Association Annual Conference (18th, Little Rock, AR, November 8-10, 1989). For a related document, see PS 017 953.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Class Size, *Elementary School Students, Grade 1, Grade 2, Longitudinal Studies, Primary Education, Public Education, *Small Classes

Identifiers—Mississippi

This paper compares the achievement of first and second grade students in reduced size classrooms with the achievement of previous groups taught in larger classrooms in a Mississippi community. It also examines a longitudinal class size effect through the analysis of student achievement for two years. The subjects involved in the study were 371 first grade students and 309 second grade students grouped in heterogeneous classes of no more than 20 students during the 1988-89 school term. These groups were taught by a teacher and assistant teacher team and used the curriculum adopted by the school district. The same instructional materials were employed during the two-year research period. Data was also collected from 350 first graders taught during 1986-87 and from 313 second graders taught during 1987-88 in homogeneous classrooms of 27 students. The Stanford Achievement Test battery, Primary 1, was administered to the students to compare achievement. Significant differences in achievement in total reading, total mathematics, and total listening were found favoring the students who were taught in small classes. (RJC)

ED 313 154 PS 018 431
Simmons, Linda Fox And Others

A New Perspective on the Need for Nutrition Education in the Public Schools.

Pub Date—Oct 89

Note—28p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Cost Effectiveness, Elementary Education, Grade 3, Health Education, *Instructional Materials, Kindergarten, *Nutrition Instruction, Program Effectiveness, Program Evaluation, Public Schools, State Programs, *Teacher Workshops

Identifiers—Health Objectives in Nutrition Education for Youth, Mandatory Programs, Texas (Austin), *Turnaround Sessions

This study was conducted to evaluate the effectiveness of three methods for promoting use of materials developed by the Texas Nutrition Education and Training (NET) program for use in elementary schools. The methods are: (1) teacher workshops; (2) turnaround sessions; and (3) simple notification. Kindergarten and third grade classes in Austin provided four kinds of data on outcomes of the three methods. Teachers completed a questionnaire describing their acceptance and use of the NET materials, called Health Objectives in Nutrition Education for Youth (HONEY). To measure learning outcomes, nutrition knowledge tests and attitude scales were administered at the beginning and end of the semester, and children's food choices were observed during a classroom activity at the end of the term. Findings revealed that the majority of teachers felt that HONEY was nice to have. Kindergarten teachers in workshop and turnaround groups made the most use of HONEY. Performance on the nutrition knowledge test improved in all groups, with the greatest gains occurring in third grade teacher-notification classes. Little change in attitude scale scores occurred. Good food choices were made more often in third grade teacher notification classes. Thus, although criterion-level teacher performance was most frequent in the workshop group,

evaluation of student behaviors showed notification to be a cost-effective approach for promoting nutrition learning in public schools. (Author/RH)

ED 313 155 PS 018 432
Jarvis, Carolyn H. And Others

Summer Kindergarten Program, July-August, 1988, OREA Evaluation Section Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Pub Date—22 May 89

Note—80p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Case Studies, Check Lists, *Classroom Environment, Community Characteristics, Community Programs, Educational Practices, Family Characteristics, *Kindergarten, *Parent Participation, *Preschool Teachers, Primary Education, Profiles, Program Effectiveness, Program Evaluation, *School Readiness, Staff Development, *Summer Programs

Identifiers—*Developmentally Appropriate Programs, New York (New York), Program Characteristics

An evaluation of the 1988 implementation of New York City's 29-day-long Summer Kindergarten program for children entering first grade with little or no kindergarten experience is presented. A total of 9,444 children were enrolled in 436 classes in 171 schools located in 32 community school districts. The program ran from 8:30 AM to 2:30 PM, Monday through Friday, and included breakfast, lunch, and snacks. Each classroom of 22 children was staffed by a teacher and an educational paraprofessional. A sample of 32 schools was randomly selected from the participating schools. Data for the evaluation were collected in a variety of ways. Any information that was available for the entire population of students or staff was analyzed and included in this report. Findings suggest that, given the short time available for planning and setting up classrooms and an unexpectedly large enrollment, the program was well implemented. Most program staff had had previous early childhood experience. Classroom activities were largely experiential. Over 95 percent of the parents believed the program had helped their children grow academically and socially. Sections of the report concern background, program administration, the children, the staff, the classrooms, parent involvement, child and family case studies, conclusions and recommendations. A checklist is appended for use in assessing the developmental appropriateness of classrooms. (RH)

ED 313 156 PS 018 433
Boyd, Pamela C.

The Relationship of Age Entrance to Kindergarten to Achievement in Grades One through Five.

Pub Date—Nov 89

Note—18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 8-10, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Age Differences, Educational Trends, *Family Income, *Kindergarten, Primary Education, *Sex Differences, *School Entrance Age, *Sex Differences

This study investigated the relationship of kindergarten entrance age to academic achievement at the end of grades one through five, and the influence of gender, race, and family income on student achievement. A total of 185 students who attended a Cooperative Demonstrative Kindergarten during 1979-82 and remained in the Starkville (Mississippi) public school system for 6 consecutive years served as subjects. Younger students were defined as those who entered kindergarten at 5 to 5.5 years of age; older students were 5.6 years and older at entrance. Analyses were made on: (1) California Achievement Test Scaled Scores and total reading and mathematics scores for grades one through three; and (2) Stanford Achievement Test Scaled Scores and total reading and mathematics scores for grades four and five. Findings indicated no significant age differences between mean achievement scores in reading and math at the end of first, second, third, fourth, and fifth grades. Older entrants achieved higher mean scores in reading and math in grades one through three. Younger entrants caught up with or passed older entrants in reading and mathematics in grades four and five. When variables of gender, race, and family income were considered,

the two age groups did not differ in achievement. However, a significant difference for gender in reading at the fifth grade level favored older females. (RH)

ED 313 157 PS 018 434
Senemaud, B.

Diet, Environment and Children's Development.
International Children's Centre, Paris (France).
Pub Date—88
Note—35p.

Available from—International Children's Centre, Chateau de Longchamp, Bois de Boulogne, 75016 Paris, France (Individual issues—\$7.00 each; 6-issue, 1-year subscription—\$25.00).

Journal Cit—Children in the Tropics; n177 1988
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, *Dietetics, *Disadvantaged Environment, Early Childhood Education, Foreign Countries, Measurement Techniques, *Nutrition, Parent Child Relationship, *Physiology, Poverty, Socioeconomic Influences, *Young Children
Identifiers—Colombia, *Tropics

This report describes the relationship between maternal malnutrition and child development. The report is divided into three sections. The first section, which describes child development, focuses on brain, mental, and psychomotor development. The second section describes the methodological difficulties of measuring effects of malnutrition on the brain, and focuses on the value and limits of animal experiments which investigate anatomical and behavioral modifications, and reversibility disorders caused by malnutrition. This section also describes difficulties encountered in field work. Areas of difficulty are those concerning psychometric tests and the measurement of intelligence and social competence, and the definition of test variables. An additional area of difficulty concerns investigations which include retrospective and prospective surveys and intervention-type investigations. The third section discusses the interaction between malnutrition, development, and environment. This section focuses on studies based on observation of interactions between: (1) malnutrition and development; (2) environment and malnutrition; and (3) mother and child. Research on relationships between poverty, growth, and development in Cali, Colombia, is also discussed. The report concludes with a glossary of the main psychometric tests and a list of books for further reading. (RJC)

ED 313 158 PS 018 436
Van Deusen-Henkel, Jennifer

Equal Access: School Entrance as an Equity Issue.
Pub Date—Nov 89

Note—15p; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Atlanta, GA, November 3-6, 1989).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational History, Educational Practices, *Equal Education, *Futures (of Society), *Kindergarten, Learning, Models, Primary Education, *School Entrance Age, Social Change
Identifiers—*Equal Access

This discussion of kindergarten education is intended to provide information that educators can use in their efforts to provide equal access to an excellent education for all children. Current and past approaches to kindergarten are delineated in discussions of changes in the nature of schooling, in society, and in the understanding of how children learn. Subsequent discussion envisions an exemplary kindergarten of the future that is both equitable and excellent. (RH)

ED 313 159 PS 018 438
Thomas, Puffy Ball

School-Age Child Care: A Response to Need.
Technical Assistance Paper No. 1 (Updated).
Florida State Dept. of Education, Tallahassee. Div. of Public Schools.

Pub Date—Aug 88
Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, Program Descriptions, *School Age Day Care, *State Programs
Identifiers—*Florida, *Program Characteristics

This technical assistance paper discusses the need for school-age child care and documents Florida's leadership activities in providing assistance to school districts seeking to meet the needs of school-age children who are unsupervised before and after school. The Florida projects described include: (1) the School-Age Child Care Incentive Program; (2) demonstration programs; (3) cooperative programs; (4) a Clearinghouse Center that offers technical assistance concerning school-age child care to school districts or other interested parties; and (5) a feasibility study focusing on statewide licensing of school-age child care programs offered by school districts and implementation of a school-age child care program on a statewide basis. (RH)

ED 313 160 PS 018 439
Anderson, Susan D.

American Child Care: Lessons from the First 100 Years.

Pub Date—Nov 89

Note—21p; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Atlanta, GA, November 3-6, 1989).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Day Care, Early Childhood Education, *Educational History, *Etymology, *Institutional Characteristics, *Institutional Role, Models, *Social Change

Child care has been part of American culture for nearly a century. This paper takes a backward glance at the history of child care in the United States. During the industrial revolution, child care was disguised as child labor. As child labor laws were enacted, schooling became the focus of ideas about caring for groups of children. The idea of a child-centered family was at its peak when World War II began to affect daily life in America. A nationwide network of child care centers at major war production facilities was established. American child care then began to ride an ideological pendulum that would swing in wide arcs with each new generation of parents. In the peacetime economy that followed the war, the pendulum swung, knocking group child care into obscurity. In the post-war division of labor, mothers had to raise children in isolation. Child care was reduced to babysitting. Then middle America slowly rediscovered nursery schools. In the late 1960s, organized child care was reborn in an effort to meet the needs of the numerous newly divorced, working mothers. This phenomenon spread through all social classes in the 1970s. Shortcomings of current forms of child care are considered. Also considered are the origins of the national appetite for additional child care services. Recommendations for an American model of child care are offered. (RH)

ED 313 161 PS 018 442
Fuqua, J. Diane Ross, Martha K.

Saying Is Not Believing: The Gap between Theory and Practice in Early Childhood Classrooms.

Spons Agency—James Madison Univ., Harrisonburg, Va.

Pub Date—Apr 89

Note—14p; Paper presented at the Annual Meeting of the Southern Association on Children Under Six (40th, Richmond, VA, April 13-16, 1989).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Comparative Analysis, Educational Practices, Elementary Education, *Elementary School Teachers, *Preschool Teachers, Principals, *Teacher Guidance, *Teaching Methods

Identifiers—*Developmentally Appropriate Programs

A survey of 27 principals, 45 kindergarten teachers, 86 primary teachers, and 57 preservice teachers was designed to determine whether teachers instruct kindergarten children and elementary school students differently. Subjects were asked about benefits of free exploration of materials, child-selected activities, use of props in play, social interaction, and the need for teacher-directed activities and commercial programs in teaching skills and concepts. Subjects responded to statements concerning the most effective ways to help children develop skills and concepts in speaking, listening, reading, writing, science, mathematics, and social studies. Findings indicated that: (1) principals and primary

teachers believed that both kindergarten and primary children should spend most of their time in teacher-directed activities; (2) all groups supported the importance of play, choice, and interaction for all children; (3) kindergarten and preservice teachers were more play-oriented, with preservice teachers placing the most emphasis on play for kindergarten and primary children; and (4) all groups differentiated between kindergarten and primary grades by placing more emphasis on teacher-directed instruction in the primary grades. (RH)

ED 313 162 PS 018 443
Fuqua, J. Diane

How Are We Doing? Why Not Ask the Kids: Measuring Climate in Kindergarten and Primary Classrooms.

Pub Date—Apr 89

Note—16p; Paper presented at the Annual Meeting of the Southern Association on Children Under Six (40th, Richmond, VA, April 13-16, 1989).

Pub Type—Tests/Questionnaires (160) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Classroom Environment, *Elementary School Students, Guidelines, Primary Education, *Student Attitudes, Test Format, *Testing

Identifiers—*Classroom Climate Questionnaire

Ways in which elementary and junior high school teachers can use the My Class Inventory (MCI) to assess their students' views of classroom climate are discussed. The climate of a group is defined as the quality of the internal environment that persists over time and is experienced by members of the group. The short form of the MCI, which is considered the most appropriate climate instrument for young children, consists of 25 statements, with five statements each for the dimensions of satisfaction, friction, competition, difficulty, and cohesion. Research indicates that each of these dimensions is related to learning in classrooms. Teachers can use profiles of classroom climate as a basis for thinking about ways to improve the learning environment and increase student achievement. Guidelines for administering the measure to students are offered. (RH)

ED 313 163 PS 018 448
Pfannenstiel, Annette E. Honig, Alice Sterling

Father Sensitivity and Empathy with Infants after a Prenatal Information Support Program.

Pub Date—[88]

Note—34p.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Emotional Response, *Empathy, *Fathers, Infants, Interpersonal Competence, Lower Class, *Parent Child Relationship, Parent Education, *Parenting Skills, Program Effectiveness

Identifiers—Parent Responsiveness, *Prenatal Intervention Programs

A study gauged the effectiveness of prenatal intervention with low socioeconomic, first-time fathers whose partners were experiencing a high- or low-risk pregnancy. Of the 67 men, who were recruited by their partners, half were randomly assigned to participate in an intervention program designed to acquaint fathers-to-be with information, insights, and clinically appropriate techniques in responsive care for infants. Intervention group fathers received two intensive sessions on the nature and capabilities of the preborn and newborn, sensitive responsiveness to preborn and newborn cues and partner cues. After infants' births, fathers were videotaped with infants during two feeding interactions. At time one, intervention fathers were rated from videotapes as significantly more sensitive during feeding interactions. At time two, 1 month later, differences between father groups approached significance. It is concluded that findings demonstrate that an information support program for first-time, low socioeconomic class fathers is feasible, particularly when women in high- or low-risk pregnancies enlist their partners' participation. (Author/RH)

ED 313 164 PS 018 450
Indicators of Quality: Guiding the Development and Improvement of Early Childhood Education Programs in Nebraska.

Nebraska State Dept. of Education, Lincoln.

Pub Date—Mar 89

Note—31p.
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Check Lists, Community Resources, *Early Childhood Education, Educational Environment, *Educational Quality, *Guidelines, Health, Parent Participation, Program Evaluation, Safety, School Administration, School Personnel, *Standards, State Curriculum Guides

Identifiers—*Nebraska, *Voluntary Compliance

These guidelines, which represent a standard of quality exceeding minimum licensing, approval, and accreditation requirements, were prepared for use by most types of public and private early childhood programs. Child care centers, early childhood special education programs, preschools, nursery schools, Head Start programs, kindergartens, and primary units will find them helpful. Guidelines have been grouped into seven major categories: Administration, Staffing, the Learning Environment, Health and Safety, Parent Involvement and Education, Use of Community Resources, and Evaluation of Program and Staff. In each category, a statement of ideals and a rationale are followed by indicators that identify characteristics of quality programs. Also provided is a checklist that administrators, teachers, parents, and others can use to determine the extent to which their program meets the guidelines. It is emphasized that the guidelines are not requirements; they only describe a model of program quality. (RH)

ED 313 165

PS 018 453

Bowers, Susan P.

America's Nannies: In-Home Child Care Specialists?

Pub Date—Nov 89

Note—167p.; Research paper, University of Wisconsin-Stout.

Pub Type—Dissertations/Theses - Undetermined (040) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agencies, *Child Caregivers, Day Care, Early Childhood Education, Educational Background, *Employers, Employment Counselors, *Employment Services, Fees, Individual Characteristics, National Surveys, Relationship, Salaries

Identifiers—*Nannies, Organizational Analysis

The purpose of this descriptive study was to ascertain key characteristics of the nanny industry in the United States by surveying a representative sample of nanny agencies across the country. A total of 24 agencies that place in-home care providers, or nannies, with client families were surveyed through a telephone interview method. Data collected concerned descriptive characteristics of agencies, of families for whom they find care, of nannies whom the agencies employ, and of nanny-family-agency relationships. Also collected were data on differences in fees and salaries offered by agencies and the educational background of agency counselors making nanny placements. Results are discussed in the context of quality child care. When applicable, recommendations concerning areas of the nanny industry are offered. Findings suggest that, in America at least, most people do not take elaborate efforts to obtain detailed information when they choose a nanny. The study includes an introduction, literature review, description of methodology, results and discussion, conclusions, a list of references consisting of 83 citations, and the survey instrument. (RH)

ED 313 166

PS 018 454

Monroe, Marian

Evaluation of Purchased Day Care: Texas Department of Human Services Day Care Service Control Pilot Study, 1985 through 1989.

Texas State Dept. of Human Services, Austin.

Pub Date—89

Note—446p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Compliance (Legal), Day Care, *Day Care Centers, *Educational Quality, *Family Day Care, Pilot Projects, *Program Administration, Program Effectiveness, Program Evaluation, Quality Control, *Standards, State Programs, Tables (Data)

Identifiers—Group Day Care, *Program Characteristics, *State Purchased Services, Texas

This pilot study of facilities from which the Texas Department of Human Services (TDHS) purchased day care services gathered and analyzed data for use in developing day care service control standards by means of which the quality of purchased day care

services could be systematically assessed. Random samples were selected from contract centers, broker centers, provider agreement centers, group day homes, provider agreement family day homes, contract family day homes, and broker family day homes. Although the TDHS had purchase arrangements with 1,220 facilities, actual samples included 507 centers, 6 group day homes, and 199 family day homes. Data included about 220 discrete items for family day homes and 500 discrete items for centers and group day homes. Questions asked were: (1) What are the operational characteristics of the facility? (2) How do facilities perform on generally accepted indicators of quality that have been written into service control standards? (3) By specified ages of children, how do centers and group day homes perform on measures of group size, daily activities, and physical environment? and (4) How does performance on measures of quality relate to the facility type, size, and purchase type? The report provides an introduction, background, review of literature, discussion of methodology, findings, summary, discussion, and implications. Over 200 tables of data, measures, and other information are appended. About 100 references are cited. (Author/RH)

ED 313 167

PS 018 456

Niedzielski, Henry

The Class Council or Self-Discipline in a Democratic Classroom.

Pub Date—Aug 87

Note—11p.; Paper presented at the World Congress Meeting of the Association Internationale de Linguistique Appliquée (8th, Sydney, Australia, August 16-21, 1987).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Class Organization, Classroom Environment, Classroom Techniques, Educational Practices, Elementary Education, *Participative Decision Making, Problem Solving, Program Implementation, *Student Participation, *Student Role, *Teacher Role

A class council can collectively decide what components will make up the instructional system in an elementary school class. A class council is a friendly assembly made up of the students and the teacher; it meets to discuss and make decisions about all aspects of the instructional system, including objectives, grading, and materials. Each student may act as discussion leader or secretary, has the right to vote on any issue, and has the duty to do what the class has agreed to do. With varying degrees of help from the classroom teacher, students can choose objectives based on needs, establish sequential examinations, gather and select materials, and share individual learning strategies. Problems may be caused by the time required to plan and organize the council; a shy or unconvicted teacher; shy, rebellious, or slow students; overcrowded classrooms; authoritarian or permissive parents; and an interfering administration. There are intelligent ways to deal with each problem. A student opinion questionnaire is included. (RH)

ED 313 168

PS 018 457

Katz, Lilian G. And Others

Family Living: Suggestions for Effective Parenting.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—RI-88-062012

Note—121p.

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 205, \$11.75).

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Annotated Bibliographies, *Behavior, Childhood Needs, Creativity, Early Childhood Education, Elementary School Curriculum, *Emotional Experience, Employer Supported Day Care, *Family Life, High Risk Students, Individual Characteristics, Kindergarten, Language Acquisition, Oral Language, Parent Education, *Parenting Skills, Parent Participation, Play, *Young Children

Identifiers—Infant Day Care, Praise

Suggestions for effective parenting of preschool

children are provided in 33 brief articles on children's feelings concerning self-esteem; fear; adopted children; the birth of a sibling; death; depression; and coping with stress, trauma, and divorce. Children's behavior is discussed in articles on toddlers' eating habits, punishment and preschoolers, whining, making friends, bedtime, good manners, interpersonal conflict, and friendship. Articles on children's learning focus on preparation for preschool, what preschoolers should be learning, first days of preschool, exercising choice, and questions about sex. Parenting is discussed in articles on assessing preschoolers' development, nudity at home, traveling with a preschooler, monitoring television viewing, parental disagreements about child rearing, the only child, chores, sex differences, stress, and children's wish to sleep in their parents' bed. Also included are ERIC digests on involving parents in the education of their children, the escalating kindergarten curriculum, praise in the classroom, the nature of children's play, creativity in young children, infant day care, and language development. Resource lists cite ERIC documents and journal articles on employer-supported child care, at-risk children, and school success. A reprint of a computer search of the ERIC database on family living is included. (RH)

ED 313 169

PS 018 458

Bradwell, John And Others

Community Education Parenting Resource Guide.

Bulletin 1982, No. 5.

Alabama State Dept. of Education, Montgomery.

Div. of Instructional Services.

Spons Agency—Mott (C.S.) Foundation, Flint, Mich.

Pub Date—82

Note—82p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Coordination, *Community Education, Elementary Education, Elementary School Students, Guidelines, *Learning Activities, *Parent Education, *Parenting Skills, *Parents as Teachers, Resource Materials, *Young Children

Designed for use by community education coordinators, elementary classroom teachers, PTA workers, school volunteers, and parents, this guide offers suggestions about ways to unite the school and the home in efforts to help children learn. The first section discusses the expanded role of the community education coordinator in parenting programs and activities; offers "do's" and "don'ts" for parenting education programs and working with parents and communities; and describes community education parenting classes and meetings. Discussion for parents focuses on how children learn and how parents can help them learn; basic skills children need which parents can help them develop; development of a child's self-concept; and the process of coping with conflict between parent and child. Activities and exercises that parents can use with their kindergarten, primary school, and elementary school-age children are described. Related materials are appended. A Bibliography of Parenting Materials contains about 150 references in the categories of films; books, pamphlets, and articles on parent-teacher relationships; parental activities for improving children's behavior, self-concept, and academic success; questions and evaluations; single parent families; parent involvement programs in Alabama and around the nation; total family living; and the use of volunteers. (RH)

ED 313 170

PS 018 460

Reaching the Goal of Readiness for School.

Southern Regional Education Board, Atlanta, Ga.

Pub Date—89

Note—22p.

Available from—Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 (\$5.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Definitions, Educational Objectives, *Educational Quality, Kindergarten, *Outcomes of Education, Preschool Education, Primary Education, *Regional Characteristics, *School Readiness, State Aid, State Programs, Tables (Data)

Identifiers—*Program Monitoring, United States (South)

This report provides information that pertains to the goal of having all children ready for the first grade. Particular attention is given to state-funded

educational programs for 3-, 4-, and 5-year-olds in the 15 Southern Regional Education Board (SREB) states. Initial discussion states the goal and defines readiness for school. Discussion then focuses on areas in which state progress is measured: availability and quality of programs, and results for children. Supplementing the discussion are 10 tables providing information concerning SREB states on: (1) percentage of school-age population in poverty, 1980; (2) state definitions of at-risk children, child and district eligibility, state-funded programs, 1989; (3) state policies on kindergarten, 1989; (4) percentage of first-grade students who attended prekindergarten and kindergarten, 1987-88; (5) state-funded educational programs for prekindergarten, 1989; (6) program standards for prekindergarten, 1989; (7) prekindergarten and kindergarten teacher certification requirements, 1989; (8) standards for state prekindergarten educational programs, 1989; (9) selected student outcome measures for early grades, 1989; (10) state coordination of programs for preschool children, 1989. Two figures provide graphs of federal and state funding for prekindergarten programs and children served in publicly funded prekindergarten programs. (RH)

ED 313 171 PS 018 461

Education in a Changing South: New Policies, Patterns and Programs. Report on the Continuing Conference (6th, Atlanta, Georgia, November 2-4, 1988). Legislating Comprehensive Policy for Children and Youth for the 90s.

Southern Education Foundation, Atlanta, Ga.

Pub Date—Nov 88

Note—32p; For report on 1986 conference, see ED 286 967.

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Demonstration Programs, Disadvantaged, Early Childhood Education, Educational Change, Educational Needs, Educational Quality, Education Work Relationship, *Elementary Secondary Education, Equal Education, Federal Legislation, *Government Role, *Policy Formation, Prevention, Research and Development, School Health Services, Special Education, Teacher Education

Identifiers—*Proposed Legislation, *United States (South)

In November 1988, the sixth annual Continuing Conference of the Southern Education Foundation brought together about 140 veteran educators, civil rights advocates, and experts on federal education policymaking in an effort to candidly reexamine the role of the Federal Government in education. Discussion focused on: (1) how to return the Federal Government to its proper role; (2) the need for fundamental changes in education; (3) the obsolescence of traditional schooling; (4) challenges for urban schools; (5) how to move the Federal Government from retrenchment to activism; (6) responses from a panel of former federal education officials; (7) an approach to successful schools that emphasizes the promotion of social development of at-risk children; (8) the struggle for children's health; (9) preventive implementation as the basis of national policy on children and youth; and (10) committee recommendations redefining federal education priorities. Attendees produced a Continuing Conference Omnibus Education Act with six titles: equity and excellence programs for disadvantaged children; investment in recruitment and training of educators; early childhood education; special education and rehabilitation; school-to-work transition; and research and demonstration. Attendees, and their addresses and affiliations, are listed. (RH)

ED 313 172 PS 018 469

Sepanen, Patricia S.

Interorganizational Relations and the At-Risk Family.

Pub Date—Apr 89

Note—27p; Paper presented at the Community Collaboration for Early Childhood Education (St. Louis, MO, April 20-22, 1989).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Education, Cooperation, Definitions, *Delivery Systems, Elementary Secondary Education, *High Risk Persons, *Outcomes of Education, Outreach Programs, *Parent Education, *Parent Participation, Public Schools, *School Role, Social Networks

Identifiers—Facilitative Environments, *Family

Support Project M1

This document reports findings of research on the placement of family support and education programs in community education. The research was conducted in Minnesota and 12 other sites across the United States. Working definitions of family support and education and the range of services that family support and education programs offer are presented. Family support and education commonly consist of an ecological approach to human development, formal and informal support for parents, opportunities for parents to learn about children's development, and emphasis on prevention and family maintenance. Types of linkages that program staff establish in order to involve a cross section of families in their communities are discussed. The benefits of basing family support and education in the public schools, and specifically, in community education, are summarized. These benefits include program stability, compatibility of philosophy and goals, access to a widely dispersed service delivery network, strengthened local community education programs and school programs, efficient use of school and community resources, and diversity of staffing arrangements. Among several figures included in the report are two that list factors that facilitate and inhibit voluntary cooperation or collaboration. (RH)

ED 313 173 PS 018 470

Jarvis, Carolyn H. Zak, Eleanor

Project SAIL, 1987-88. OREA Evaluation Section Report.

New York City Board of Education, Brooklyn, NY.

Office of Research, Evaluation, and Assessment. Pub Date—Jul 89

Note—16p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Attendance, Elementary School Students, Interpersonal Competence, *Nongraded Instructional Grouping, Nontraditional Education, Primary Education, Program Effectiveness, Program Evaluation, Program Implementation, *Student Improvement, *Teacher Attitudes

Identifiers—*New York (Brooklyn), *Project SAIL Findings of the evaluation of New York City's Project SAIL, an ungraded primary unit, located at Brooklyn's Public School 41, District 23, and intended for children 5-8 years of age, this report. Teachers reported that they found the first year of the program to be simultaneously exciting and frustrating. Over 80 percent of the teachers involved in the project believed that student achievement had improved and that they had noticed changes in children's attitudes toward school and learning. Most problems encountered by teachers related to their learning to work cooperatively with other teachers and to schedule the movement of children between classrooms. Although teachers planned a variety of activities to involve parents, relatively few parents attended. Children showed statistically significant improvement in social skills as measured by a teacher-administered Child Behavior Rating Scale. Although there was only a slight improvement in attendance, a larger percentage of children had an over 90 percent attendance rate in 1987-88 than in 1986-87. Kindergarten children scored slightly above grade level in language, and first-graders scored slightly below grade level in reading on the Metropolitan Achievement Test. Only 25 percent of second-graders scored at or above grade level on the second-grade city wide reading test. Recommendations for program improvement are offered. (RH)

RC

ED 313 174 RC 017 203

Dyart, Jane E.

Creek Women and the "Civilizing" of Creek Society, 1790-1820.

Pub Date—Apr 89

Note—26p; Paper presented at the Meeting of the Organization of American Historians (April, 1989).

Pub Type—Historical Materials (060)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acculturation, *American Indian History, American Indians, Child Rearing, Cultural Background, Family (Sociological Unit),

*Family Life, Family Structure, *Females, Marriage, *Sex Role

Identifiers—*Creek (Tribe), Frontier History, Matrilinearity

Women in traditional Creek society, while making few decisions in the public domain, held almost absolute power in the domestic realm. When a Creek couple married, the husband moved into his wife's house and lived among her clan, her matrilineal kin. The house, household goods, fields, and children belonged to her. Boys were educated by their maternal uncles, while girls learned domestic skills from their mothers and female kin. The Creeks' strong conservatism in the 18th and 19th centuries was undoubtedly reinforced by the matrilineal clan and constant interaction among women of different generations. The Indian agent and Jeffersonian reformer, Benjamin Hawkins, considered that women played a crucial role in Creek society and thus had to be targeted as instruments of change. From 1796 until his death in 1816, Hawkins lived among the Creeks and zealously promoted the "civilization program" devised by federal officials to transform the Indians into yeoman farmers and confiscate their hunting grounds. The success of this policy required that the system of matrilineal kinship and communal property give way to one of patrilineal inheritance and private ownership of property. To accomplish these goals, Hawkins and his assistants established a "model" farm, taught Creek women to spin and weave, attempted (unsuccessfully) to create "model" families through marriage with Creek women, and sought to instill the work ethic and attachment to individual property. Although some Creeks and their leaders adopted the white lifestyle, most rejected it and in 1813 went to war to destroy the leaders and instruments of "progress." This paper contains 26 references. (SV)

ED 313 175 RC 017 233

Ray, JoAnn Murty, Susan A.

Child Sexual Abuse Prevention and Treatment Service Delivery Problems and Solutions in Rural Areas of Washington State.

Spons Agency—Eastern Washington Univ., Cheney, Northwest Inst. for Advanced Studies.

Pub Date—Mar 89

Note—34p; Paper presented to the Annual National Institute of Social Work and Human Services in Rural Areas (13th, July 24-27, 1988).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Abuse, Financial Problems, Mail Surveys, Mental Health Clinics, Personnel Needs, *Psychological Services, Residential Programs, *Rural Areas, *Sexual Abuse, *Social Services, Youth Agencies

Identifiers—Child Protection, Child Protective Services, Service Delivery Assessment, *Washington

This study investigates prevention and treatment programs that deal with rural child sexual abuse in the State of Washington. A survey of 61 rural service providers examined agencies, services provided, problems faced in service delivery, and innovative solutions to those problems. The study compares responses from three types of agencies (mental health centers, child protective services, and sexual assault programs). Over 80% of all clinicians surveyed perceived a lack of trained counselors or resources to deal with the problem of child sexual abuse. Only 48% of those providing services thought child sexual abuse victims were receiving good services. The rating of problems by agency staffs showed a pattern of staff shortages, lack of resources, and increasing caseloads among all three types of rural agencies. Other problems included poor interagency coordination, lack of community support, and problems stemming from societal denial of sexual abuse. Agencies pointed to successes of community education programs on sexual abuse as a means of combatting denial of the problem. Coordination among existing services and agencies also appeared to be a successful approach. The report concludes that rural professionals dealing with child sexual abuse need additional resources and funding. This paper contains 32 references. (TES)

ED 313 176 RC 017 254

Frazier, Roslynd Leask, Linda

Better or Worse Off? Anchorage Households in 1988.

Alaska Univ., Anchorage. Inst. of Social and Economic Research.

Pub Date—Apr 89

Note—17p; For related document, see ED 299

065.

Available from—Institute of Social and Economic Research, University of Alaska Anchorage, 3211 Providence Drive, Anchorage, AK 99508.
Journal Cit—Alaska Review of Social and Economic Conditions; v26 n1 Apr 1989
Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, Attitude Measures, Community Surveys, *Economic Climate, Economic Research, Economics, Economic Status, *Family Income, Housing, *Public Opinion, Telephone Surveys
Identifiers—*Alaska (Anchorage)

This journal issue reports the results of a survey of Anchorage residents' own assessments of how they were doing economically in October 1988. A total of 407 randomly selected households were called and asked about finances, employment, plans to move, interest in buying homes, housing costs, and other economic indicators. Results were compared with those from similar surveys done in June and November 1987. The survey results are placed in the context of the 1980s economic boom and the recession produced by the worldwide oil boom and bust. Respondents reported less unemployment, more households with higher incomes, fewer households with deteriorating finances, and more households willing to spend money on vacations and other nonessentials. However, although the earnings of many Anchorage residents have increased, job benefits and hours worked have not, and many respondents reported improved finances because households with two wage earners increased from 35 to 51%. Lower housing prices reflected the effects of recession but improved the financial situation of many residents now paying reduced rents and mortgages. Owners of residential investment properties and commercial properties were more likely to report worsened financial conditions than other residents. This report contains 10 tables. (DHP)

ED 313 177

RC 017 255

Nachtigal, Paul M. And Others
What's Noteworthy on Rural Schools and Community Development.

Mid-Continent Regional Educational Lab., Aurora, CO.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[May 89]

Contract—400-86-0002

Note—50p.; A product of McREL's Rural Institute. Available from—Mid-Continent Regional Education Laboratory, 4709 Bellview Ave., Kansas City, MO 64112 (1-500 copies, \$6.95 ea., over 500, \$3.00 ea.).

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Strategies, *Community Development, Economic Development, Educational Cooperation, Educational Trends, *Education Work Relationship, Elementary Secondary Education, *Entrepreneurship, *Futures (of Society), Rural Areas, Rural Development, *Rural Schools, School Community Programs, *School Community Relationship, Small Schools

This edition of "Noteworthy" stresses the interdependence of rural schools and their communities, and offers ideas for developing both. Americans are becoming more open to school-community cooperation and to expanding the school's mission to include community development. Such cooperation involves communication among community leaders, local business people, the media, the school, and its students. Each of these parties has a defined role to play. Students should be encouraged to study the community to learn about its economy, about research methods, and about themselves as citizens. The results of students' research can then be used to make decisions and chart plans for development. A "blueprint" for studying the community is offered, beginning with simple observation and interviews. Other "blueprints" include strategies for school-based entrepreneurship, schools and community development, community input and investment, and integration of community material into school courses. Several examples are offered of schools that improved their programs by using the communities as their focus of study. A sample community survey and a sample business plan are provided. The document concludes with more ideas for developing

schools with a vision toward the 21st century, and a projection of what schools might be like in the year 2000. (TES)

ED 313 178

RC 017 309

A Resource Guide to Effective HIV Education in America's Rural Schools [and] Update.
National Rural and Small Schools Consortium, Bellingham, WA.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—Jul 89

Note—43p.

Pub Type—Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, Annotated Bibliographies, Elementary Secondary Education, *Health Education, *Health Materials, Instructional Materials, Resource Materials, *Rural Education

This 1988 guide on HIV (human immunodeficiency virus) education materials for rural schools and its 1989 supplement include descriptions of curricula, films, videos, articles, fiction, and other materials available to rural educators. The materials are housed in Western Washington University's National Rural and Small Schools Consortium Center in Bellingham. Each curriculum entry contains information about objectives, activities, unique features, age appropriateness, limitations, and ordering information, where applicable. Specifically, the booklet contains listings for: (1) 7 articles; (2) 2 books; (3) 8 brochures; (4) 4 clearinghouses and directories; (5) 13 curricula; (6) 1 curricula evaluation; (7) 4 special projects; and (8) 6 films, audio tapes, or video tapes. Also featured in the booklet is an annotated, six-page bibliography prepared by Full Circle Books in Albuquerque, New Mexico. The supplement includes one additional book, eight more curricula, and a brief paper offering strategies for using HIV education resource materials in rural schools. (TES)

ED 313 179

RC 017 310

Waiz, William R. Berndt, Kenneth
Supplemental Contracts—New Restrictions, New Challenges.

Pub Date—25 Sep 88

Note—13p.; Paper presented at the Annual Conference of the National Rural Education Association (80th, Bismarck, ND, September 24-28, 1988).

Pub Type—Speeches/Meeting Papers (150) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Athletic Coaches, Athletics, *Contracts, *Court Litigation, Extracurricular Activities, Faculty Workload, Laws, Rural Schools, Secondary Education, *Tenure
Identifiers—*Kansas

This transcript of an oral presentation reviews a Kansas Supreme Court decision concerning supplemental contracts (the Hachiya decision), which held that coaching is always performed under a supplemental contract no matter when the assignment occurs. Four previous decisions regarding coaching and contracts are discussed: (1) Smith v Board of Education, Illinois 7th Circuit Court, 1983; (2) Slockett v Iowa Valley Community School District, Supreme Court of Iowa, 1984; (3) Swager v Board of Education, Kansas Court of Appeals, 1984; and (4) Unified School District 241 v Swanson, Kansas Court of Appeals, 1984; facts in the Hachiya case were that coaching was performed during the last (seventh) period of the day. When the coaches involved resigned their coaching duties, the board offered them a six-sevenths contract for the ensuing school year. The board decision was upheld by the district and appeals courts, but the Kansas Supreme Court concluded that regardless of when the assignment occurs the person assigned to coach does so under a supplemental contract. The court also held that the teachers had attained full-time tenure status even though one-seventh of their contracts involved supplemental duties. Questions raised by this case regarding supplemental duties tied to curricular activities are considered. (DHP)

ED 313 180

RC 017 311

Rippberger, Susan
Insiders' Perspectives on Strengths and Weaknesses of the Mexican Education System.

Pub Date—Aug 88

Note—27p.

Pub Type—Information Analyses (070) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Adult Education, American Indian Education, *Educational Quality, Educational Research, Elementary Secondary Education, Financial Problems, Foreign Countries, Interviews, Mexicans, *Public Education, Questionnaires, *Teacher Attitudes
Identifiers—*Mexico

This study examines strengths and weaknesses of Mexican public education as perceived by educators within the system. Forty teachers and administrators from various levels in the public school system were interviewed in 1988. Interviewees were primarily located in southern Mexican cities. Mexico's public educational structure is highly centralized. In elementary and secondary schools, the same curricula is used throughout the country. Higher education, indigenous, and adult education systems are described. Separate questionnaires were developed for administrators and classroom teachers. At all levels, respondents indicated that they worked with children from middle to lower-class backgrounds, and educators reported problems related to economic factors. They perceived that the cost of school materials, for example, posed burdens on Mexican families. A common complaint was that private schools were able to offer a better education than public schools. The results also suggested program strengths, including perceived community support at the elementary levels and an apparent increase in educational opportunities for low-income students. Quality of materials was judged to be adequate, although many educators would like to have access to a greater variety of materials. Other questions touched upon job satisfaction, teacher in-service training, and adult and indigenous education programs. Overall strengths include perceived social progress and an effort to reach more people through different teaching approaches, whereas problems included apathy, lack of funding, and structural inflexibility. This document includes English translations of the questionnaires. (TES)

ED 313 181

RC 017 312

Caldwell, Corinne A. Trainer, James F.
An Ethnographic Study of Low Participation Rates in Higher Education in Southcentral Pennsylvania.

Spons Agency—Gannett Foundation, Rochester, NY.

Pub Date—29 Mar 89

Note—26p.; Paper presented at the American Educational Research Association (San Francisco, CA, March 29, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Aspiration, Access to Education, *College Bound Students, College Preparation, Community Influence, Educational Research, Elementary Secondary Education, Ethnography, Family Influence, *Higher Education, Interviews, Rural Areas, *Social Class, Socioeconomic Influences, *Track System (Education)
Identifiers—*Pennsylvania (South Central)

This paper examines factors in the very low college participation rate in certain south-central Pennsylvania counties, in order to develop strategies for increasing participation. The paper examines college participation through a series of interviews with elementary school students, recent high school graduates not attending college, school and community leaders, and college students from the area. The dominant socializing influences of family, school, and community formed the basis for analysis of the data. Interviews showed many lower-class parents took a laissez-faire attitude toward education and career choices, leaving responsibility with young teenagers, while middle-class parents insisted that children plan for high educational and career objectives. Schools reinforced this influence, channeling students into vocational or college preparatory courses in ninth grade. Respondents also saw counseling as reinforcing class values in college decisions. For many, obtaining a college education represented a potential threat to remaining in the area, although the possibility of outmigration could provide motivation for some working class students. Ironically, life is just good enough for many lower-class subjects in this study to produce comfort and self-satisfaction, rather than motivation to strive beyond their parents' class and educational status. This paper contains 23 references. (DHP)

ED 313 182

RC 017 313

Community-Based Small Business Start-Up

130 Document Resumes

Funds.
Western Rural Development Center, Corvallis, Ore.
Spons Agency—Extension Service (DOA), Washington, D.C.
Report No.—WREP-111
Pub Date—Jun 89
Note—16p.

Available from—Western Rural Development Center, Oregon State University, Ballard Extension Hall 307, Corvallis, OR 97331-3607 (\$1.00).
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Business Administration, Community Development, *Community Programs, Economic Development, *Financial Services, *Investment, *Program Development, *Rural Development, Rural Economics, *Small Businesses
Identifiers—*Loan Programs

Many small towns are considering community-based start-up funds (SUF) to foster development and retention of small businesses. But whether a community is large or small, a group must be well-organized before it begins to make decisions concerning the design and purpose of a small-business SUF. This primer highlights some main points a community should ponder before even starting on the long path to establish, operate, and maintain a local SUF successfully. It assumes that a community has decided to consider an SUF. The discussion in each section of the primer gives alternatives, possibilities, or advice that will be guideposts for decision makers. The community will ultimately have to decide the goals of its SUF, and how it will be set up, structured, and operated. The first section deals with setting the stage, helping communities answer the questions of whether or not a local SUF is needed and attainable, and how it might best fit in with other programs. Major pitfalls to avoid include: (1) lack of oversight; (2) poor use of investment instruments; and (3) defining too small a service area. Starting with a business plan, communities should then define: (1) what the SUF will do; (2) how large it should be; (3) a SUF business organization form; (4) investment objectives; and (5) the investment instruments it will use. Communities must also find a source of funds, cover their liabilities, and consider other possibilities for fully accomplishing its goals. Ideas are offered for community action. (TES)

ED 313 183 RC 017 316

Brook, Barbara J.
Therapy on Horseback: Psychomotor and Psychological Change in Physically Disabled Adults.
Pub Date—Mar 89
Note—18p; Excerpts from dissertation research; paper presented to the National Conference of the American Camping Association (Seattle, WA, February 27-March 4, 1989). Contains some light type.
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Analysis of Variance, *Horseback Riding, Muscular Strength, *Outcomes of Treatment, *Outdoor Education, Physical Disabilities, *Physical Therapy, Psychomotor Skills, Self Concept, *Therapeutic Recreation

This paper describes a study of the effects of horseback riding on physically disabled adults. The first therapeutic riding centers were built during the late 1950s in Great Britain. Today, there are well over 350 accredited therapeutic riding centers in North America. Therapeutic riding is categorized into three areas: sport/recreation, medical, and education/psychology. While evidence of improved coordination, strength, and self-concept appears as a result of therapeutic horseback riding, scientific research and evidence of benefits is lacking. The current study used 15 physically disabled adults who were given tests before and after an 8-week therapeutic horseback riding program. Another group of 24 physically disabled adults, half of whom took part in the riding program, were given posttests only. The most noted disabilities in this study were head trauma, visual impairment, arthritis, cerebral palsy, and epilepsy. Participants were tested in self-concept, and in strength and coordination. Strength and coordination were measured using an electronic Strength and Coordination Instrument (SCI Model #1). Results showed improvement in coordination for subjects who participated in the riding program. No significant differences were found in self-concept or strength scores. The paper

contains 38 references. (TES)

ED 313 184 RC 017 318

Carlson, Richard G., Ed.
Rooted Like the Ash Trees: New England Indians and the Land. Revised edition.
Report No.—ISBN-0-944140-00-9
Pub Date—87
Note—86p; Originally published as an issue of "Eagle Wing Press," v6, n5, May-June 1987.
Available from—Eagle Wing Press, Inc., P.O. Box 579MO, Naugatuck, CT 06770.
Pub Type—Historical Materials (060) — Creative Works (030)

Document Not Available from EDRS.
Descriptors—*American Indian Culture, *American Indian History, American Indian Literature, American Indian Reservations, American Indians, *Land Settlement, Treaties, Tribes, United States History
Identifiers—Ethnohistory, Land Claims, *New England

This collection of writings by and about New England's American Indians focuses on the Indians' relation to the land. Articles examine Indian folklore and spiritualism, the importance of the oral tradition, and advice to young Indians about receiving the oral tradition and passing it forward. Articles describe Indian lifeways; native cooking, food, and hunting; archeological research; ethnohistory; the herbal tradition; traditional painting and pottery motifs; and New England Indian music. One selection is a glossary of New England Indian place names. Several studies examine the extent and locations of lands taken from Indians in New England, the effects of the Land Claims Settlement Act, and the difficulty of establishing the continuous tribal authority required by federal law for tribal land claims. Contemporary Indian lifestyles of the Abenaki and the Micmacs are described. This book also contains a list of names and addresses of other periodicals on the same subjects; Indian reservations; government commissions or agencies; and American Indian organizations, museums, and businesses. An annotated bibliography contains 32 references. (DHP)

ED 313 185 RC 017 320

Cineros, Henry
Doing More for More: Hispanic Issues for Texas and the Nation.
Texas Univ., Austin. Hogg Foundation for Mental Health.
Pub Date—89
Note—24p; Speech presented at the Independent Sector Annual Meeting (Houston, TX, October 25, 1988).
Available from—Hogg Foundation for Mental Health, University of Texas, Austin, TX 78713-7998.
Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC12 Plus Postage. PC Not Available from EDRS.
Descriptors—*Futures (of Society), Hispanic Americans, Planning, *Population Trends, Public Policy, *Relevance (Education), *Social Change, Trend Analysis
Identifiers—Private Sector

This booklet reprints a speech presented by the Mayor of San Antonio, Texas about the immediate American future and the part that education can play in preparing for it. Demographic studies show that America in the year 2000 will be older and more ethnic. The projected increase in single parent families will produce more children in crisis due to poverty, and child abuse and suicide. Rising medical costs, decline of the middle class, decline in relative international economic power, and technological advances all contribute to the increasing disparity between the richest and poorest citizens. Increasing conservatism will cause a decline in federal programs, particularly social services. Inability of local governments to supply such programs will leave the problems, by default, to private agencies. This eventuality could lead to the identification by citizens of cities as the focus for creating a positive quality of life. Decentralization of responsibility for quality of life will be one of the central themes of the coming era; coalitions of businesses, colleges, schools, and community and business organizations can best meet educational needs created by demographic and economic change. Another important theme of the next several decades might be called the "Latinization of America," as the rapidly growing Hispanic population adds a new dimension to

American culture. (DHP)

ED 313 186 RC 017 322

Ainsworth, Robert G.
An Overview of the Labor Market Problems of Indians and Native Americans. Research Report No. 89-02.
National Commission for Employment Policy (DOL), Washington, D.C.
Pub Date—Jan 89
Note—32p.
Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indian Culture, American Indian Education, *American Indian Reservations, American Indians, *Employment, Employment Opportunities, *Employment Problems, *Federal Indian Relationship, *Job Training, Labor Economics, Labor Market, Labor Supply, Trust Responsibility (Government)
Identifiers—Job Training Partnership Act 1982

This booklet provides an overview of the labor market problems facing Indians and Native Americans, the most economically disadvantaged ethnic group in the United States. It summarizes Indian policy, particularly major policies and laws that relate to early trade restrictions and the exploitation of Indians through trade; their forced removal from their land; establishment of the reservation system, land allotments, and assimilation; termination and relocation policy; and the more recent policies of self-determination. Discussion considers Indian population and labor force estimates and examines barriers to Indian employment. Lack of jobs on or near reservations is the greatest problem, but poor education and training, inadequate English language capability, tribal ties to the reservation, a culture that is not job-oriented, and poor housing and health conditions, and inadequate transportation are also cited. There are many federal programs for Indians, ranging from housing assistance, to health and transportation services, to education and training for jobs. A number of these programs are listed. But the report suggests that a high degree of overlap and fragmentation of federal programs hampers their effectiveness among Indians. Coordination of federal programs and further federal research, especially on effectiveness of JTPA programs, are recommended. This report contains 25 references. (DHP)

ED 313 187 RC 017 323

Gray, Andrew
Yearbook 1988. IWGIA: 20 Years.
International Work Group for Indigenous Affairs, Copenhagen (Denmark).
Pub Date—Apr 89
Note—278p.
Pub Type—Collected Works - General (020) — Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Activism, *Civil Liberties, *Indigenous Populations, International Organizations, *Self Determination, *World Problems, Yearbooks
Identifiers—*International Work Group for Indigenous Affairs

The theme of this yearbook is the work of the International Work Group for Indigenous Affairs (IWGIA) during the 20 years of its existence and the enormous growth of the indigenous movement in that time. Section 1 traces IWGIA's history and includes the annual report for 1988. Section 2 is a global view of the main events in the indigenous world during 1988, presenting a comprehensive panorama with facts, texts, maps, and population figures. In 1988 atrocities against indigenous peoples continued on a huge scale and included mass killings, land alienation, and cultural destruction. Section 3 looks at developments in the International Labour Organization's (ILO) Revision of Convention 107 and the formation of the Declaration of Indigenous Rights at the United Nations. This section includes interviews and statements from five indigenous participants at ILO and UN meetings. Papers in section 4, the "focus" section include "Funding Deforestation: Conservation Woes at the World Bank" by Bruce Rich; "San, Human Rights, and Development in Southern Africa" by Robert Hitchcock and Sam Totten; "Indigenous People in Paraguay: A Brief Report" by Miguel Chase-Sardi; and "Will the Yanomami (of Brazil) Survive the Gold Rush?" by Teresa Aparicio. This yearbook ends with an index, by country, of all articles published.

lished by IWGIA in the last 20 years. (SV)

ED 313 188 RC 017 324

Malby, Gregory P. And Others

The San Elizario Bilingual Learning Community: An Application of Technology to Reading/Writing/Mathematics/Computer Literacy. Fifth Year Evaluation Report.

New Mexico State Univ., Las Cruces.

Spons Agency—Department of Education, Washington, DC.

Pub Date—28 Jul 89

Note—35p.; For fourth year report, see ED 303 286. Contains some light type that may not reproduce clearly.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Gains, Bilingual Education Programs, *Computer Assisted Instruction, Computer Literacy, Elementary Secondary Education, English (Second Language), *Limited English Speaking, *Mexican American Education, Mexican Americans, Parent Participation, Program Evaluation, Scores, Summative Evaluation

Identifiers—San Elizario Independent School District TX, SRA Survey of Basic Skills

This report is the fifth year and last evaluation of the Title VII Bilingual Computer Literacy Project for San Elizario Independent School District, Texas. Several points in the fourth year evaluation focused on the need for the computer assisted instruction (CAI) project to obtain and maintain community and parent involvement and to secure and maintain school district staff commitment. A newsletter and survey sent to parents in May 1989 requested parent volunteers for a number of activities; this may be a start toward parent involvement in the CAI project. Although teachers and staff have shown a strong and growing commitment to the project, turnover in project personnel and funding problems threaten project status in the school district after the federal grant ends. A comparison of April 1988 and April 1989 standardized test scores for 159 students in grades 1-6 and 9-12 with national norms showed that reductions in the gap between participant scores and national norms occurred for composite scores, reading, language arts, and mathematics in grades 4, 6, and 12; and for grade 2 reading; grade 5 language arts; grade 9 language arts; grade 10 composite scores, reading, and language arts; and grade 11 composite scores, reading, and mathematics. English language proficiency improved for five grades and worsened for four grades, but gains and losses were minimal. Appendices include a letter explaining district plans for project continuation, an explanation of the gap reduction model, standardized test scores and statistics, and descriptions of oral language proficiency levels. This report contains 17 references. (SV)

ED 313 189 RC 017 325

Dougherty, Pat, Ed. And Others

A People in Peril. A Special Reprint.

Anchorage Daily News, AK.

Pub Date—88

Note—80p.

Available from—Anchorage Daily News, Box 149001, Anchorage, AK 99514-9001 (\$3.50).

Pub Type—Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Alaska Natives, *Alcohol Abuse, *Antisocial Behavior, Boarding Schools, *Culture Conflict, Eskimos, Minority Groups, *Social Problems, Suicide

Identifiers—Alaska, Fetal Alcohol Syndrome

This reprint of a 10 day report, published in the "Anchorage Daily News," January 10 to January 20, 1988, examines Alaskan native alcohol use, and attendant suicide, homicide, and accident. In the village of Alakanuk, a town of 550, for example, there were eight suicides, dozens of suicide attempts, two murders, and four drownings in 16 months. Alcohol related problems extend from the drinkers through their families to all members of the community, causing fear and stress. This series of news stories, reprinted in newspaper format, considers whether alcohol is the cause of this cultural distress or an anesthetic applied to numb a deeper malady. Editorial overview relates problems to the takeover of native culture and destruction of the fabric of their way of life. It describes government removal of children to Indian schools from which they returned with elevated aspirations, diminished prospects for advancement, and little experience in family living. Reprinted stories probe alcohol treat-

ment, community efforts to outlaw abuse, Fetal Alcohol Syndrome, alcohol-induced mass murder, bootleggers, and the growing sobriety movement. The reprint includes readers' letters in response to the original printing of these stories. (DHP)

ED 313 190 RC 017 326

Funk, Jean And Others

Exploring Environmental Change: An Environmental Education Kit.

Glen Bernard Camp, Willowdale (Ontario).

Pub Date—87

Note—42p.; Illustrated panels will not reproduce and are not included on the microfiche.

Available from—Glen Bernard Camp Inc., 206 Lord Seaton Rd., Willowdale, Ontario, Canada M2P 1K9 (\$25.00).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Camping, *Change, *Ecology, *Environmental Education, Learning Activities, *Outdoor Education, Secondary Education, Teaching Guides

This educational resource kit consists of five illustrated panels and the Teacher/Leader Guide. The five illustrations show a camp setting over a time sequence from the 1940s or 1950s through 1986. Each panel illustrates the speed and the causes of change, showing the addition of factories across the camp lake; alteration, razing, and building of camp facilities; addition of camp activity sites; alteration of the natural landscape; and other environmental changes. The Teacher/Leader Guide accompanying the panels identifies major themes and items to look for in each illustration under these headings: activities, ecology, economics, environment, facilities, human intervention, people, and technology. For each heading, the guide identifies major concepts and makes suggestions for learning activities. Learning activities relate the panel illustrations to changing concerns such as sex roles, handicapped campers, land use, community, appropriate clothing, recycling, erosion, safety, and ecological diversity. Activities suggested include making lists; writing essays, poems, letters, and stories; playing games; drawing pictures and postcards; singing songs; and inventing animal stories and conversations. The guide emphasizes the interrelation of all things, humans and the natural environment, culture and physical change. The guide also suggests additional themes for which learning activities could be developed using these panels. (DHP)

ED 313 191 RC 017 327

Jain, Sushil

The Education of the Immigrant and Ethnic Child in Canada.

Pub Date—Oct 88

Note—17p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, *Administrator Role, Cultural Awareness, *Cultural Pluralism, Culture Contact, Elementary Secondary Education, Foreign Countries, *Immigrants, Instructional Leadership, Intercultural Communication, *Multicultural Education, Principals, Social Integration

Identifiers—*Canada

In Canada, the traditional purpose of compulsory, free schooling was to mold ethnic immigrants, enlightening them about the dominant Anglo society. This philosophy continued through the mid-1960s when Canadian immigration was opened to developing nations. At the same time, a change in national perception emphasized the multicultural nature of Canada. This change reflected on expanded view of the world. This paper examines the role of the school principal and schooling in the multicultural society. Principals are in a difficult position that requires multicultural knowledge and an open mind. English as a second language, differences in western and non-western lifestyles, avoidance of ethnic stereotypes, and multicultural curricula are now required subjects for principals. They must not only accept the multicultural philosophy, but guide their staff to this viewpoint. While education is often given high value among immigrants, the various cultural groups do not equally value all components of the curriculum. To the principal falls the task of curricular leadership, particularly through staff development in the multicultural curriculum and through recruitment and retaining of minority teachers. A staff sensitive to the needs,

hopes, and aspirations of the multicultural community is recommended as the key to success. This report contains 36 references. (DHP)

ED 313 192 RC 017 328

Mestre, Jose

Hispanic and Anglo Students' Misconceptions in Mathematics. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-89-9

Pub Date—Mar 89

Contract—RI-88-062016

Note—3p.

Available from—Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anglo Americans, Concept Formation, *Concept Teaching, Elementary Secondary Education, *Error Patterns, *Hispanic Americans, *Mathematical Concepts, *Mathematics Instruction, *Misconceptions, Student Attitudes

Identifiers—ERIC Digests

Students come to the classroom with theories that they have actively constructed from their everyday experiences. However, some of these theories are incomplete half-truths. Although such misconceptions interfere with new learning, students are often emotionally and intellectually attached to them. Some common mathematical misconceptions involve: (1) confusion between variables and labels, with failure to understand that variables stand for numerical expressions; (2) mistakes about the way that an original price and a sale price reflect one another; (3) misconceptions about the independent nature of chance events; and (4) reluctance to multiply fractions. Hispanic students display some unique mathematical error patterns resulting from differences in language or culture. In addition, linguistic difficulties increase the frequency with which Hispanic students commit the same errors as Anglo students. Since students will not easily give up their misconceptions, lecturing them on a particular topic has little effect. Instead, teachers must help students to dismantle their own misconceptions. One effective technique induces conflict by drawing out the contradictions in students' misconceptions. In the three steps of this technique, the teacher probes for qualitative, quantitative, and conceptual understanding, asking questions rather than telling students the right answer. In the process of resolving the conflicts that arise, students actively reconstruct the concept in question and truly overcome their misconceptions. This digest contains 10 references. (SV)

ED 313 193 RC 017 329

Ellis, Tim

Camp's Responsibility to the Future: Beyond Just Being Outdoors.

Pub Date—1 Mar 89

Note—17p.; Speech given at the National Conference of the American Camping Association (Seattle, WA, February 27-March 4, 1989).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Camping, *Futures (of Society), *Global Approach, Individual Development, Nonformal Education, *Outdoor Education, *Relevance (Education), Values Education

This speech paints a picture of the future, looks at the skills that will serve the citizen of that future world, and celebrates the fact that the camp model, at its best, promotes the learning of such skills. These skills include a sense of self and personal integrity, a sense of joy and wonder, an ability to gather and evaluate information, an ability to negotiate, an ability to understand and deal with rapid change, a sense of one's power to make a difference, a sense of the world and of peoples' vastly different backgrounds, individual and collaborative problem-solving skills, holistic thinking, and a sense of empathy and caring. While some schools and homes do a responsible job of educating in the broadest sense, the camp setting may be one of the very best for young people to develop these skills and values. There is relative freedom from legislation, standardization, and competency testing in camp. But acceptance as part of this country's educational movement will require a change in attitude and ap-

proach by many camp programs. Camping will become a stronger force for a peaceful and environmentally sound world as camp directors and outdoor educators attend to the questions of how to encourage a sense of global stewardship, to help children own the responsibility for their learning and entertainment, to encourage bonding with nature, to make the camp experience relevant and affordable to diverse peoples, to overcome fear of "the other," and to develop a broader definition of success than just financial success. This speech contains 13 references. (SV)

ED 313 194 RC 017 330

Arnove, Pat. Ed.
Sense of Place in Appalachia.
East Tennessee State Univ., Johnson City. Center for Appalachian Studies and Services.
Pub Date—89

Note—49p; Photographs will not reproduce well. Available from—Now and Then, CASS, Box 19180A, ETSU, Johnson City, TN 37614-0002 (\$3.50 each; subscription \$9.00 individual and \$12.00 institution).

Journal Cit—Now and Then; v6 n2 Sum 1989
Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Essays, Interviews, *Novels, Photographs, Poetry, *Regional Attitudes, Regional Characteristics, *Rural Areas, Short Stories
Identifiers—*Appalachia, Appalachian Literature, Appalachian People, *Place Identity, Regionalism, Rural Culture

This journal issue contains interviews, essays, short stories, and poetry focusing on sense of place in Appalachia. In interviews, author Wilma Dykeman discussed past and recent novels set in Appalachia with interviewer Sandra L. Ballard; and novelist Lee Smith spoke with interviewer Pat Arnove about how Appalachia has shaped her writing. Essays include "Eminent Domain" by Amy Tipton Gray, "You Can't Go Home If You Haven't Been Away" by Pauline Binkley Cheek, and "Here and Elsewhere" by Fred Waage (views of regionalism from writers Gurney Norman, Lou Crabtree, Joe Bruchac, Linda Hogan, Penelope Schott and Hugh Nissenson). Short stories include "Letcher" by Sondra Millner, "Baptismal" by Randy Oakes, and "A Country Summer" by Lance Olsen. Poems include "Honey, You Drive" by Jo Carson, "The Widow Riley Tells It Like It Is" by P. J. Laska, "Words on Stone" by Wayne Hogan, "Reeling In" by Jim Clark, "Traveler's Rest" by Walter Haden, "Houses" by Georgeann Ekkevich Retberg, "Seasonal Pig" by J. B. Goodenough, "And This Is The Way To Be Poor" by Barbara Smith, "Polio Summer" by Edward C. Lynskey, and "Direction" by Gretchen McCroakey. This issue also contains book reviews and numerous photographs, including those of Kenneth Murray and William "Pictureman" Mullins. (SV)

ED 313 195 RC 017 332

Askins, Billy E. And Others
A Partnership Approach in Developing a Model for Improved Student Learning and Teacher Renewal in Rural/Small Schools.

Pub Date—Oct 87
Note—27p; Paper presented at the National Rural and Small Schools Consortium Conference (Arlington, VA, October 13-16, 1987). Appendix A on dark red paper may not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, *College School Cooperation, *Educational Improvement, Elementary Secondary Education, Higher Education, *Improvement Programs, Local Government, *Rural Schools, *Small Schools
Identifiers—Greenwood Independent School District TX, Texas Tech University

Establishing partnerships between institutions of higher education (IHEs) and local education agencies (LEAs) is a common recommendation in the many state and national reports advocating the reform of education. The rationale for such partnerships is that collaboration can assist LEAs in their efforts for school improvement, while IHEs can more actively participate in addressing problems confronting public education. This paper describes such a partnership among Texas Technological University, Greenwood school district, the Greenwood parent/teacher organization, the Southwest Educational Development Laboratory, an organization of county governments, and a local chamber of com-

merce. The goal of the partnership is to develop and test a prototype model which can be used or modified by rural and small schools in their efforts to produce improved student learning, provide for teacher and administrator renewal, and consequently develop more effective schools. The description of the model includes: (1) general assumptions; (2) a definition of "school improvement"; (3) identification of five areas on which school improvement efforts should focus; (4) the problem of student learning; (5) characteristics of effective collaboration between LEAs and IHEs; and (6) and steps relating to the school improvement process. The paper specifies each of these bases of the model and gives examples from a program to improve the teaching of thinking skills within this framework. This report contains 18 references. (Author/DHP)

ED 313 196 RC 017 333

Arnove, Pat. Ed.
Appalachian Veterans.
East Tennessee State Univ., Johnson City. Center for Appalachian Studies and Services.
Pub Date—87

Note—53p.
Available from—Now and Then, CASS, Box 19180A, East Tennessee State University, Johnson City, TN 37614-0002 (\$2.50).

Journal Cit—Now and Then; v4 n3 Fall 1987
Pub Type—Collected Works - Serials (022) — Creative Works (030) — Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Biographies, Essays, Geographic Regions, Personal Narratives, Poetry, Short Stories, United States History, *Veterans, Vietnam Veterans, War

Identifiers—*Appalachia, *Military History, Vietnam War, World War II

This journal issue focuses on Appalachian veterans and on the premise that Appalachians and Americans in general are still fighting the battles and dealing with the psychic aftermath of the Civil War and all wars fought since then. One article notes that Appalachian soldiers were 20 to 25% more likely to be killed in Vietnam than other soldiers. West Virginia had the highest average of battle deaths: 84.1/100,000. Pickens County, South Carolina has the highest number of Congressional Medal of Honor winners in the nation. Articles discuss Sergeant York and profile lesser known veterans of Vietnam and World War II. There are memoirs, fiction, and poetry about experiences of Appalachian natives in Vietnam. A study of Appalachian POWs in World War II reports that problems of former POWs are far more severe than had previously been established. An oral history project records memories of World War II veterans from East Tennessee and includes samples of the veterans' stories. Other selections describe a soldier's wife in the Civil War and volunteer work on the frontlines in World War II. Films and books about Appalachian veterans' experiences are reviewed. (DHP)

ED 313 197 RC 017 334

Arnove, Pat. Ed.
Insiders/Outsiders.
East Tennessee State Univ., Johnson City. Center for Appalachian Studies and Services.
Pub Date—88

Note—41p.
Available from—Now and Then, CASS, Box 19180A, East Tennessee State University, Johnson City, TN 37614-0002 (\$2.50).

Journal Cit—Now and Then; v5 n2 Sum 1988
Pub Type—Collected Works - Serials (022) — Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cultural Images, *Cultural Pluralism, Cultural Traits, Essays, Geographic Regions, Personal Narratives, Poetry, *Regional Characteristics, Short Stories, *Stereotypes

Identifiers—*Appalachia, Appalachian People

This journal issue focuses on insiders and outsiders in Appalachia, the mixing of cultures, and the diversity of the region. The lead article mixes memoir with analysis of the importance of home and homeplace to people from the Appalachians, many of whom are forced to leave permanently in search of work. A second article considers the strange contrast between outsiders' fascination with things Appalachian and some natives' desire to get rid of their country accent and country ways, pointing out the difficulty for some insiders to feel comfortable inside. Contradicting the stereotype of the Appalachian hillbilly, there are profiles of Appalachian

residents of Italian, Jewish, Chinese, and Filipino descent who maintained their native traditions. Other articles include selections from a new novel by Gurney Norman and from the journals of novelist Harriet Simpson Arnove, and memories of a city boy who felt superior to his country cousins. There are also reviews of two novels about Appalachia for children, a collection of essays about urban Appalachians, Appalachian poetry, Baptist worship practices, and reviews of films about migration into and out of Appalachia and a rural North Carolina autobiography. (DHP)

ED 313 198 RC 017 335

Arnove, Pat. Ed.
Working in Appalachia.
East Tennessee State Univ., Johnson City. Center for Appalachian Studies and Services.
Pub Date—88

Note—41p.
Available from—Now and Then, CASS, Box 19180A, East Tennessee State University, Johnson City, TN 37614-0002 (\$2.50).

Journal Cit—Now and Then; v5 n1 Spr 1988
Pub Type—Collected Works - Serials (022) — Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Coal, Employment, Essays, Geographic Regions, Interviews, *Mining, Occupations, Personal Narratives, Poetry, *Work Experience

Identifiers—*Appalachia, Appalachian People

This journal issue focuses on a variety of Appalachian occupations, particularly but not exclusively, coal mining. The lead article is an interview with John Sayles about his movie, "Matewan." Sayles sees the Matewan massacre as a great movie theme, "like a classic American Western...but with a difference—the violence was collective, and it was political." The afterward to Matewan, the Battle of Blair Mountain, is the subject of Denise Giardina's novel, "Storming Heaven." In an interview Giardina says, "I see coal as a curse." She envisions Appalachia without coal as Vermont or New Hampshire, clean and prosperous. The magazine also includes profiles of coal miners, a farmer, a rug hooker, and a shoeshine man; poetry about mining and Appalachia; and photos of past and contemporary Appalachian workers. An interview with a traditional farmer explores the place of the worker who resisted modernization because "hillside farming and all didn't suit a tractor." Films about novelist Harriet Simpson Arnove and the Banner Mine disaster, books about making "Matewan" and southern cotton mills, and television shows about the Mud Creek Clinic and the Frontier Nursing Service are reviewed. (DHP)

ED 313 199 RC 017 336

Beaulieu, Lionel J.
Building Partnerships for People: Addressing the Rural South's Human Capital Needs. A Report of the Task Force on Alternatives for Leadership and Human Resource Development in Rural Communities in the South.

Southern Rural Development Center, Mississippi State, Miss.

Pub Date—5 Aug 89

Note—40p; Paper presented at the Annual Meeting of the Rural Sociological Society (Seattle, WA, August 5-8, 1989).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Literacy, Community Role, *Dropouts, Educational Improvement, Elementary Secondary Education, *Family Influence, Family School Relationship, Human Resources, *Illiteracy, *Labor Force Development, *Rural Areas, Rural Development, Rural Education, Rural Population, *School Community Relationship

Identifiers—*United States (South)

Monumental social and economic problems confront the rural communities of the South. Diversification of the rural economy is the key to revitalizing the rural South, but new industries, anticipating the need for a more highly skilled work force, find the region's human capital resources to be deficient. Vibrant economies are not sustainable in a rural South that leads the nation in the rate of high school dropouts and the proportion of adults that are functionally illiterate. In 1988 nearly 39% of all Southern nonmetro adults and 55% of Southern nonmetro blacks lacked a high school education, compared to 24.4% of all metropolitan Southerners. In 1980 an estimated 25% of all rural Southerners and 40% of rural Southern blacks were functionally illiterate. In

addition, the better educated young people are leaving rural areas, showing the greatest net outmigration rates from the rural South in 1985-87. It has been suggested that these problems are symptomatic of an educational system gone awry, and that a turnaround must commence with an overhaul of the educational system. Placing the burden on the educational system alone is not, however, satisfactory. Rather, these problems must become the collective concern of the family, the school, and the community. Building partnerships among these important local elements is essential, partnerships that send a clear signal to all residents that academic performance and literacy are highly valued goals of the community. A vital ingredient in this collaboration is progressive community leadership. This paper contains 59 references and 10 graphs and figures. (SV)

ED 313 200 RC 017 337
States of Rural Education in the AEL Region. AEL Interim Report.

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—14 Jun 88

Contract—400-86-0001

Note—25p.

Available from—Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (\$3.50).

Pub Type—Reports—Research (143)—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Educational Improvement, *Educational Needs, Educational Practices, Elementary Secondary Education, *Regional Characteristics, *Rural Education, Rural Schools, Rural Urban Differences, Small Schools, Socioeconomic Influences

Identifiers—Appalachia Educational Laboratory WV, Kentucky, Promising Practices, Tennessee, Virginia, West Virginia

Examination of demographic, socioeconomic, and cultural factors in Kentucky, Tennessee, Virginia, and West Virginia, the four states served by the Appalachia Educational Laboratory (AEL), shows low student population density, endemic poverty, low educational attainment, and a population reluctant to seek outside help. This report reviews the characteristics, needs, and efforts to improve rural education in this region. Two critical problems involve students' thinking and reasoning skills and academic performance of children from low-income families. Educators also identify lack of community and parent involvement as serious problems. West Virginia data suggest that the teaching force is aging, though becoming somewhat more highly trained. Initial analysis suggests that student achievement is lower in rural than non-rural districts. Lower student achievement, however, appears to be associated with the comparatively greater poverty that characterizes rural areas. Resources to improve education in the AEL region are scarce. Difficulties in the region, however, have provided opportunities for such innovations as distance learning, school-based development, and development of curricular and instructional techniques appropriate to rural schools. Equity in school funding is crucial to adequate support of rural education. AEL is identifying promising practices, and communicating such information through a newsletter. A model of school improvement is presently being demonstrated in four poor, rural sites in the region. This report contains 19 references. (DHP)

ED 313 201 RC 017 338
Lipps, Oscar H.

A Little History of North American Indians: The Navajos. New Edition.

Report No.—ISBN-0-936755-07-5

Pub Date—89

Note—155p.

Available from—Avanyu Publishing Inc., P.O. Box 27134, Albuquerque, NM (1-5, \$19.95 plus \$2.25 shipping each, 6 or more, 40% discount).

Pub Type—Historical Materials (060)—Books (010)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Culture, *American Indian History, American Indians, Cultural Background, *Federal Indian Relationship, Tribes, United States History, War
 Identifiers—Frontier History, *Navajo (Nation), *United States (Southwest)

This reprint of a 1909 volume portrays the life and history of the Navajo people, based on the personal experiences of an unusually enlightened white observer. The first three chapters cover the Navajo's early history, discovery by Spanish explorers, evidence of a prehistoric and possibly ancestral race, and the beauties of the Navajo's rugged desert homeland. A chapter on wars and treaties discusses the causes of the Indian Wars, hostilities between Navajos and whites from 1849 to 1864, the Navajo's defeat by Kit Carson, their enforced settlement at Bosque Redondo, and the return to their reservation. Other sections cover: (1) manners and customs (pastoral life, the hogan, domestic life, marriage, slavery, discipline, games and sports, burial and the medicine man); (2) religion and morals (pantheism, superstition, general abstinence from alcohol, and low crime rate); (3) mythology; (4) ceremonies (the role of the chanter, the Mountain Chant, the fire play, dances, and sandpaintings); (5) arts and crafts, especially weaving and the work of silversmiths; and (6) civilization (the white man's view of the Navajo's future). An appendix contains official letters and affidavits of civil and military government officials, pertaining to the Navajos and their country, the causes leading to the Navajo war of 1861, and the practice of whites, particularly Mexicans, capturing and holding Navajos in slavery. This book contains many photographs. (SV)

ED 313 202 RC 017 339
Link, Emerson A.

Mental Health Services to Rural Consumers. Lessons Learned from a Four Year Iowa Farm Crisis Project.

Spons Agency—Iowa State Dept. of Human Services, Des Moines.

Pub Date—[24 Jul 88]

Note—6p.; Paper presented at the Annual National Institute on Social Work and Human Services in Rural Areas (13th, July 24-27, 1988).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Community Health Services, *Delivery Systems, Farmers, Health Education, *Mental Health, Mental Health Programs, Outreach Programs, Postsecondary Education, Psychiatric Services, Rural Areas, *Rural Population

Identifiers—Farm Crisis, Iowa, *Service Utilization
 The Southwest Iowa Mental Health Center recently completed a 4-year project to increase use of mental health services by normally reluctant rural populations and to increase coping ability among persons affected by the farm crisis. During the first 2 years, program goals included aggressive outreach to potential patients, mental health education seminars for non-mental health professionals, stress management workshops for at-risk farmers and other distressed persons, mental health treatment, and development of independent support groups. These development activities created a tremendous unmet demand for psychiatric treatment and consultation services. During the last 2 years, the program sought to meet this demand by obtaining the services of a resident psychiatrist from a nearby university and by opening four satellite offices. The Center's experiences have shown that increasing delivery of effective mental health services to rural residents requires attention to both service delivery issues and treatment issues. Service delivery issues include (1) person-to-person outreach, (2) availability of services at the client's site, (3) extensive public relations to maintain high visibility for services, (4) satellite offices that offer both accessibility and a measure of anonymity to clients, (5) awareness that stress management and depressive symptoms are of prime interest for rural persons, and (6) a system that provides multiple services at one location. Treatment issues include: (1) alleviation of stress as the most important goal, (2) acceptance of emergency services as legitimate treatment, (3) diagnosis and treatment of the situation alone in some cases, (4) economics as the incentive for farmers to use mental health services, and (5) the importance of support groups. (SV)

ED 313 203 RC 017 340
Iannicelli, Mary V.

Education and the Native American.

Pub Date—[Mar 87]

Note—14p.

Pub Type—Information Analyses (070)—Historical Materials (060)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Acculturation, *American Indian Education, American Indian History, American Indians, *Educational History, Elementary Secondary Education, *Federal Indian Relationship
 Identifiers—*Native Americans

Traditionally, Native Americans educated their children through the oral transmission of beliefs and values. Christian missions dominated Indian education from the 16th to the 19th century and began the process of erasing Native American identity and culture. After the Civil War, control of 73 Indian agencies was assigned to 13 religious denominations, charged with teaching the "savages a better way of life" in preparation for assuming "the duties and privileges of citizenship." By 1900, the off-reservation boarding school had become the Federal Government's favored means of promoting Indian assimilation. A uniform course of study that ignored Native American cultural heritage was established in federal schools in 1916, and Congress made school attendance mandatory in all reservations and agencies in 1921. In 1928 a Senate investigation produced the Meriam Report, which recommended schooling within Indian communities and allocation of more money. John Collier, Indian Commissioner in the 1930s, encouraged the preservation of American Indian languages and culture, replaced boarding schools with reservation day schools, and hired the first Indian teachers in the federal system. During the 1940s, however, proposed changes in federal policy threatened to terminate the trust relationships that existed between the tribes and the U.S. Government. In 1944 resistance to termination led to the formation of the National Congress of American Indians and a new unity of spirit among Native Americans. The social consciousness of the 1960s provided money for a variety of programs, and several experimental Indian schools were begun. The last 15 years have seen the Indian people gradually changing the educational system, promoting a new emphasis on cultural awareness and sensitivity in the classroom. This paper includes 12 references. (SV)

ED 313 204 RC 017 341
Bread, Jerry C.

Oklahoma American Indian Higher Education, 1989. A Position Paper.

Pub Date—Mar 89

Note—8p.; Paper presented at the Quarterly Meeting of the United Indian Tribes of Oklahoma (March 1989).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, *American Indian Education, American Indians, *College Admission, *Declining Enrollment, Enrollment, *Enrollment Trends, Higher Education, Leadership Responsibility, *Public Colleges, Undergraduate Students

Identifiers—*Oklahoma, Tribal Government

Statistics suggest that American Indian higher education in Oklahoma has made significant progress over the past quarter century. However, a new era of higher education is beginning in which higher admission standards, higher tuition costs, and decreased financial aid will take their toll on American Indian enrollment. An estimated 25-40% of potential American Indian students will not enroll in Oklahoma colleges during 1990-91 due to higher admission standards. Universities maintain that minority enrollments will not be affected by the new standards, but such statements are usually based on the rather demeaning practice of allowing a percentage of minority students to enroll under lesser standards. Due to the political consequences, liabilities, and lack of respect involved in being tagged as a "spokesman," only a few individuals and organizations have been willing to speak out on Indian affairs. Tribal government, which is in a position to speak for tribal members and which should be the true spokesman on Indian affairs, is rarely heard. It is time for tribal governments to exert themselves and to use their legal, sovereign right regarding the educational representation of their respective tribal members in the State of Oklahoma. This paper contains statistics on American Indian enrollment from 1979-83 in 30 Oklahoma state colleges, junior colleges, and universities. (SV)

ED 313 205 RC 017 344
Models for Serving Rural Students in the Least Restrictive Environment.

American Council on Rural Special Education.

Pub Date—10 May 86

Note—29p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accessibility (for Disabled), Delivery Systems, *Educational Planning, Elementary Secondary Education, *Mainstreaming, *Mild Disabilities, *Models, Program Development, *Rural Education, Rural Schools, *Special Education Identifiers—*Low Incidence Disabilities

Progress has been made in serving rural students with low-incidence handicaps after the implementation of Public Law 94-142, yet research indicates that this category of students is still the most difficult population to serve. Hence, designing least restrictive environment (LRE) services is crucial in further improving this type of program. Traditional models of service delivery to handicapped students are not appropriate conditions for those models do not exist in rural settings. The diversity of rural communities requires the planner to consider multiple factors affecting LRE services. These factors are interrelated and their combinations should be stressed in service planning. Factors that cannot be controlled by the model designer are called "givens," such as population, distance from students to services, ages and disabilities of students, and existing personnel. Factors that can be manipulated by the planner are termed "variables," such as staff development, transportation, and staffing for services. Planners must manipulate "variables" after recognizing the "givens." As no model is directly transportable, various successful models are described: state funded and statewide models, local cooperative administrative models, the "resource room" model, and models that identify scarce resources, incorporate advanced technologies, or use paraprofessionals. (GGH)

ED 313 206

RC 017 349

NARF Indian Economic Development Law Project Begins.

Native American Rights Fund, Boulder, CO.
Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.
Pub Date—89

Note—9p.

Journal Cit—NARF Legal Review; v14 n2 Spr 1989
Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Reservations, *American Indians, Community Coordination, *Community Development, *Economic Development, *Legal Aid, *Tribes

Identifiers—*Native American Rights Fund

The Native American Rights Fund (NARF) is beginning a project to assist tribes and Indian communities with the legal aspects of economic and business development. Historic monopolistic and oppressive trade restrictions imposed on the tribes created an economic context that has suppressed Indian economic development for over two centuries. Faced with increasing federal reluctance to discharge its trust responsibility, the tribes recognize economic success as an essential component of true self-sufficiency. Against this backdrop, NARF has launched its Indian Economic Development Law Project. To focus its efforts and avoid duplication of services, the project has identified five areas of greatest need: (1) development of tribal governance infrastructure, (2) development of supportive future legislative and policy directions, (3) assistance in the networking of existing resources, (4) provision of a communications link between tribes and business interests, and (5) development of a large pool of legal expertise in the area of Indian economic development. NARF will be directly involved with specific tribal and Indian community efforts; clients will be selected for viability and significance. A major project role will be as facilitator of cooperation among various agencies and community organizations that cover the wide range of skills needed to accomplish economic development goals. This newsletter also contains updates on Indian court cases of interest and NARF organizational news. (SV)

ED 313 207

RC 017 351

Wolank, Betty
Bud's World, Grade 3, New York Agriculture in the Classroom.

New York Farm Bureau, Inc., Albany; New York State Dept. of Agriculture and Markets, Albany;

New York State Education Dept., Albany; State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date—87

Note—228p.; Poster will not reproduce.

Available from—Cornell University, Dept. of Education, 24 Roberts Hall, Ithaca, NY 14853 (\$54.00 postpaid).

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Agricultural Machinery, *Agriculture, Class Activities, Educational Resources, Elementary School Science, *Food, Grade 3, *Horses, Mathematics Materials, Primary Education, Rural Education, Science Activities, Social Studies, Writing Exercises
Identifiers—*Birds, Insecta, New York, *Plants (Botany)

This collection of classroom exercises was designed to maximize teacher time, while creating an awareness of our food and fiber system among New York third graders. The materials are color-coded, falling into four categories: language arts, mathematics, science, and social studies. Each exercise includes background information, concepts, and objectives for the teacher. The language arts series directs students to write descriptive paragraphs, to read, and to create a bulletin-board forest scene while learning about plants and animals. The mathematics section offers puzzles and word problems having to do with food and animals. Activities in the science section focus on plant and animal life studies, helping students to learn plant and animal parts and to understand the life cycle of honeybees. The social studies materials teach children the history of the horse's role in society. Another unit describes food production through history, including the Stone Age, early civilization, ancient Egypt, Europe, and the American colonies. Subjects also include the steam engine and modern farm machinery. The document offers word puzzles and line drawings for students to color. Additional resources include a booklet, "Bud's World"—on American agriculture and wildlife, a wall poster, a small coloring book, a booklet on wheat, and a U.S. Department of Agriculture bibliography of 328 educational resources about agriculture. (TES)

ED 313 208

RC 017 352

Wolank, Betty

New York Agriculture in the Classroom, Grade 5.

New York Farm Bureau, Inc., Albany; New York State Dept. of Agriculture and Markets, Albany; New York State Education Dept., Albany; State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date—87

Note—202p.; Posters will not reproduce.

Available from—Cornell University, Dept. of Education, 24 Roberts Hall, Ithaca, NY 14853 (\$54.00 postpaid).

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Agricultural Machinery, Agricultural Occupations, *Agricultural Production, *Agriculture, *Animals, Class Activities, Educational Resources, Elementary School Science, *Food, Grade 5, Intermediate Grades, Mathematics Materials, Rural Education, Science Activities, Social Studies, Writing Exercises
Identifiers—New York, *Plants (Botany)

These classroom exercises have been designed to maximize teacher time, while creating an awareness of our food and fiber system among New York fifth graders. The materials are color-coded, falling into four categories: language arts, mathematics, science, and social studies. Each exercise includes background information, concepts, and objectives for the teacher. The language arts series encourages students to create haiku, telegrams, advertising, and wall posters to communicate facts and ideas about agriculture. The mathematics section offers word problems having to do with agricultural production. Activities in the science section focus on plant and animal life studies. Students are encouraged to discuss the absence of life on the moon, classify animals, cultivate and observe real plants in the classroom, and monitor various variables of plant growth. The social studies materials help children differentiate between past and present agricultural practices and understand how technology facilitates food production. Students are also encouraged to learn about agricultural regions of the country and agricultural careers and to recognize interrelationships among different professions. The activities in this section include crossword puzzles, class discussion, inviting a guest speaker, and creating a timeline. Additional resources include "New York's Big Apple" (a booklet on New York agriculture), two posters, a guide to agricultural professions, and a U.S. Department of Agriculture bibliography of 328 educational resources about agriculture. (TES)

ships among different professions. The activities in this section include crossword puzzles, class discussion, inviting a guest speaker, and creating a timeline. Additional resources include "New York's Big Apple" (a booklet on New York agriculture), two posters, a guide to agricultural professions, and a U.S. Department of Agriculture bibliography of 328 educational resources about agriculture. (TES)

ED 313 209

RC 017 353

Wolank, Betty

New York Agriculture in the Classroom, Grade 6. New York Farm Bureau, Inc., Albany; New York State Dept. of Agriculture and Markets, Albany; New York State Education Dept., Albany; State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date—87

Note—178p.; Poster will not reproduce.

Available from—Cornell University, Dept. of Education, 24 Roberts Hall, Ithaca, NY 14853 (\$54.00 postpaid).

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Agricultural Machinery, Agricultural Production, *Agriculture, Class Activities, Educational Resources, Elementary School Science, *Farm Occupations, *Food, Grade 6, Intermediate Grades, Language Arts, *Livestock, Mathematics Materials, Rural Education, Science Activities, Social Studies

Identifiers—Family Farms, New York, *Plants (Botany)

These classroom exercises have been designed to maximize teacher time, while creating an awareness of our food and fiber system among New York sixth graders. The materials are color-coded, falling into four categories: language arts, mathematics, science, and social studies. Each exercise includes background information, concepts, and objectives for the teacher. The language arts series encourages students to: create and illustrate brief poems about nature; study agricultural terminology; identify and create advertising slogans; and read "The Life of a Pig," a narrative about pigs being raised for commercial purposes. The mathematics section teaches students to work with whole numbers and fractions, using word problems about agricultural production. The science unit includes instructions on helping students learn about the life cycles of plants by making a terrarium or growing a new houseplant from a leaf section. Other material helps students learn about growing corn, the food chain, and paper wasps. Materials in the social studies section help students learn about making paper, and about life on different kinds of farms. Additional resources include two Soil Conservation Society cartoon booklets about agriculture and land use, a wall poster illustrating beef byproducts, and a U.S. Department of Agriculture bibliography of 328 educational resources about agriculture. (TES)

ED 313 210

RC 017 354

Wolank, Betty

New York Agriculture in the Classroom, Grade 4.

New York Farm Bureau, Inc., Albany; New York State Dept. of Agriculture and Markets, Albany; New York State Education Dept., Albany; State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date—87

Note—191p.; Poster will not reproduce.

Available from—Cornell University, Dept. of Education, 24 Roberts Hall, Ithaca, NY 14853 (\$54.00 postpaid).

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Agriculture, *Animals, Class Activities, Educational Resources, Elementary School Science, Farm Occupations, *Food, Grade 4, Intermediate Grades, Mathematics Materials, Rural Education, Science Activities, Social Studies, Writing Exercises

Identifiers—New York, *Plants (Botany)

These classroom exercises have been designed to maximize teacher time, while creating an awareness of our food and fiber system among New York fourth graders. The materials are color-coded, falling into four categories: language arts, mathematics, science, and social studies. Each exercise includes background information, concepts, and objectives for the teacher. Word puzzles, stories, games, and writing exercises in the language arts series help students learn composition, reading, and agricul-

tural terminology. Word problems in the mathematics section have to do with agricultural production and help students learn addition, subtraction, multiplication, and rounding numbers. Material in the science section teaches students the relationship between agriculture and the life cycles of plants and animals. Activities include observing life cycles of animals and plants in the classroom. The social studies materials help children think about issues of culture and interdependence. Activities include creating a pictorial timeline of agricultural history and encouraging class discussion about farming lifestyles. Another unit studies the use of plants as medicines and food in the early American colonies. The document also offers word puzzles and line drawings for students to color. Additional resources include "New York Is Growing"—a children's workbook on New York agriculture, a wall poster, and a U.S. Department of Agriculture bibliography of 328 educational resources about agriculture. (TES)

ED 313 211 RC 017 355

Rural Economic Development in the 1980s: Preparing for the Future.

Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.

Report No.—AGES-87-0724

Pub Date—Jul 87

Note—421p; For related document, see ED 298 309.

Pub Type—Reports - Research (143) - Information Analyses (070) - Collected Works - General (020)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Economic Change, Employment Patterns, *Government Role, *Policy Formation, *Public Policy, Rural Areas, *Rural Development, *Rural Economics, Rural Population, Rural to Urban Migration, Structural Unemployment

Seventeen papers review recent changes in the structure and performance of the rural economy and examine alternative policies to facilitate the adjustment of displaced people and their communities. Some point to economic structural change in the 1980s as the cause of financial stress in rural America, in sharp contrast with the 1970s when growth and economic vitality were the dominant rural themes. Results indicate a rural economy that has shifted from dependence on natural resource-based industries to increasing reliance on manufacturing and low-wage, low-skilled service industries. At the same time, the rural economy has apparently become more closely linked to national and global economies, making it more sensitive to changes in macro policy and global competition. Downturns in industries that are important to rural areas indicate a national rural decline accompanied by underdeveloped human resources. Problems associated with rural policy are viewed at the macro, sectoral, territorial, and human resource levels. The analysis of rural conditions and economic forces at work leads to observations about alternatives for future rural policy: (1) future development policies must allow industries to modernize and become more competitive; (2) rural economic policies that depend on the revival of farming, mining, or energy sectors are unlikely to succeed; and (3) states may be key to promoting collaboration among neighboring rural communities. The document concludes that the choice of national rural development policy is ultimately political, a balancing of interests among groups whose futures are being affected. The various papers in this collection include about 275 references and numerous tables, graphs, and maps. (TES)

ED 313 212 RC 017 357

Huber, Louis V. Making Campa Work for the Challenging Camper.

Pub Date—89p; Paper presented at the Annual Conference of the National Camping Association (Seattle, WA, February 27-March 4, 1989).

Pub Type—Reports - Descriptive. (141) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Change, Experiential Learning, *Outdoor Activities, Outdoor Education, Poverty, Racial Attitudes, Racial Integration, *Racial Relations, Recreational Activities, Summer Programs, Urban Problems, *Urban Youth, Youth Agencies

Identifiers—Missouri (Saint Louis), *Residential Camping Programs

This paper describes an agency working with chil-

dren, teenagers, and families in inner-city St. Louis neighborhoods. Its programs included all the social work specializations—casework, community development, and group work—which interacted in a holistic approach. Poverty was one common denominator among all the neighborhoods served. Youth clubs organized on the playgrounds helped individuals develop social skills, community knowledge, and an eventual respect for the property and equipment. Trust relationships were developed between staff and youth through day and residential camp programs. In these summer programs, staff labored to counteract the impact of racial prejudice. While negative behavior was present, positive behaviors and relationships were encouraged. Camp participants and staff gathered before the camp session in order to facilitate bonding and anticipate and reduce problems. The camp was portrayed to the students as something they did by choice as an enjoyable learning experience. Campers were encouraged to identify with their cabin groups and were given choices of daytime activities, including crafts, music, and drama. Field games and special evening activities were part of the program. Effort was made to keep rules and consequences logical and fair. Of thousands of campers involved during 40 years of observation, less than 20 had to go home early. Lessons of sharing and cooperation were used to combat social programming that said: "everyone is corrupt," "there is no justice or opportunity for black people," and "I can do as I please." (TES)

ED 313 213 RC 017 358

Barreiro, Jose, Ed. Indian Corn of the Americas: Gift to the World.

Cultural Encounter II. Columbus Quincentenary Edition.

Cornell Univ., Ithaca, N.Y.

Pub Date—89

Note—100p; Includes papers from the Cornell University Forum "Corn-Indian Gift to the World" (Ithaca, NY, September 26, 1988).

Journal Cit.—Northeast Indian Quarterly; v6 n1-2 Spr-Sum 1989

Pub Type—Collected Works - Serials (022) - Information Analyses (070) - Historical Materials (060)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Agronomy, *American Indian Culture, American Indian History, American Indian Studies, Conservation (Environment), Cultural Background, Cultural Education, Cultural Exchange, *Cultural Influences, Grains (Food), Land Use, Rural American Indians

Identifiers—American Indian Contributions, Corn, *Corn Culture

As the most significant American Indian contribution to world civilization, corn is discussed from historical, socio-cultural, and scientific perspectives. The introduction describes a collaboration between the American Indian Program of Cornell University and the Indigenous Preservation Network Center, which brought students and reservation farmers together for a "cultural encounter" in corn planting. The main body of this document is comprised of the following chapters written by scholars: (1) corn's cosmological importance among the Mayan people; (2) the role of maize as organizing principle of Indian culture; (3) scientific validity of corn agriculture in environmental adaptation; (4) technical contributions made by Indians through their long history of corn growing; (5) cultural practices associated with crop rotation; (6) the history of Indian relocation and the persistent corn culture; (7) economic motivations of Indian corn agriculture; (8) the cultural meaning of corn as mothering and fertility; and (9) a semantic interpretation of history related to corn. The final section contains excerpts from "Keepers of the Earth—a collection of children's stories about Indian corn culture, a partial list of 118 references, and a glossary. Contributors include Nita B. Francisco, Gloyd Colman, Jose Barreiro, Roderico Teni, Arturo Warman, Jorge Quintana, Jane M. Pleasant, Stephen Lewandowski, Milton Barnett, John Mohawk, Alfonso Ortiz, Roy Wright, and Joseph Bruchac. (GGH)

SE

ED 313 214 SE 050 872

Bel, Jerry A. Where Have All the Young Men (and Women) Gone?

Pub Date—89

Note—26p; Paper presented at the Harvard University Symposium, "The Coming Revolution in Science Education" (Cambridge, MA, May 13, 1989).

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Science, Engineers, Higher Education, *Minority Groups, Science Careers, Science Education, *Science Interests, *Science Teachers, *Scientific Personnel, Scientists, Secondary Education, *Secondary School Science

The results of the Second International Science Study and the National Assessment of Educational Progress (NAEP) science assessments are cited and future job openings in natural sciences and engineering areas are projected. Technology is ever increasing in complexity, yet ninth-grade U.S. students scored second from the bottom on international comparisons of science achievement. There is an unprecedented crisis in the United States, and in order to resolve it, there is a need to: (1) place greater emphasis on middle school science education; (2) increase the quality of science teachers; and (3) increase the emphasis on science education and the teaching of science at the university level. Leadership is needed to meet these needs. The paper recommends greater commitment to science programs and teaching by colleges and universities and greater support by the National Science Foundation. (YP)

ED 313 215 SE 051 017

Biography II Curriculum Guide. Bulletin 1820.

Louisiana State Dept. of Education, Baton Rouge.

Div. of Academic Programs.

Pub Date—87

Note—306p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Biology, *Course Objectives, *Laboratory Experiments, Physiology, *Science Curriculum, Science Materials, Scientific Concepts, Secondary Education, *Secondary School Science, State Curriculum Guides

Identifiers—*Louisiana

In 1986, the Louisiana State Board of Elementary and Secondary Education requested that an advanced course in Biology II be developed. The resulting curriculum guide contains grade appropriate goals, skills, and competencies; suggested activities; suggested materials of instruction; and minimum time allotments for instruction. Biology II is a specialized course designed for the student who has an adequate background in chemistry and general biology. This guide is developed around content cores entitled: (1) "History of Studying Biology"; (2) "Process of Biological Investigation"; (3) "Chemistry"; (4) "Cellular Biology"; (5) "Genetics and Heredity"; and (6) "Evolution." Following these domains the guide is organized into a two-tailed curriculum. One direction follows an advanced curriculum reviewing in depth the basic areas of cell biology, biochemistry, biological diversity, plant and animal physiology, metabolism and respiration, the response of organisms to the environment, behavior, and ecology. A second approach emphasizes comparative anatomy and physiology. This section places a special emphasis on the vertebrate body and how it functions. Curriculum standards and a skills checklist for 256 objectives are listed. A bibliography and evaluation techniques are provided. A total of 21 sample laboratory exercises are described in the appendix. (YP)

ED 313 216 SE 051 021

Bags, Benkers, and Barrels—An Action Curriculum toward Resolving Hazardous Materials Issues. For Middle and High School Students.

Industrial States Policy Center, Columbus, OH; Michigan Univ., Ann Arbor. School of Natural Resources.

Pub Date—87

Note—130p.

Available from—Industrial States Policy Center, 691 N. High Street, 2nd Floor, Columbus, OH 43215 (\$20.00; quantity price on arrangement).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Hazardous Materials, *Health Education, Public Health, Safety, School Safety, *Science Activities, *Science and Society, *Science Curriculum, Science Materials, Secondary Education, *Secondary School Science

This curriculum program for grades 7-12 was developed to increase awareness of the hazardous materials problem on local, state, national, and global levels. This curriculum material highlights an important science-technology-society issue and are applicable to the science, health, social studies, and language arts disciplines. Units include: (1) "Connections" (providing the common ground for the curriculum); (2) "Hazardous Materials in the Home"; (3) "Hazardous Materials in the School"; (4) "Hazardous Materials in the Community"; and (5) "Community Action Project" (providing a framework to guide the action project). Each unit has 3-10 activities containing objectives, teacher preparation, class activity, follow-up, and handout materials. Three skill building activities, resources for teachers and students, and a glossary are appended. (YP)

ED 313 217 SE 051 025

Vetter, Betty M.

Women in Science: Progress and Problems. Occasional Paper 89-1.

Commission on Professionals in Science and Technology, Washington, DC.

Pub Date—Feb 89

Note—27p.; Adapted from a paper presented at the Annual Meeting of the American Association for the Advancement of Science (San Francisco, CA, January 15, 1989).

Available from—Commission on Professionals in Science and Technology, 1500 Massachusetts Avenue, N.W., Suite 831, Washington, DC 20005 (\$55.00 per subscription series, calendar year only).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Education, *College Science, *Employed Women, Engineering Education, *Engineers, Higher Education, *Labor Force, Science Careers, Science Education, *Scientific Personnel, Scientists, Secondary Education, Secondary School Science, *Sex Differences, Sex Discrimination

This paper reports the current status of women in science and engineering careers. Statistical data comparing women with men in various subject areas are presented, with graphs at these various levels: (1) precollege; (2) bachelor's degrees; (3) graduate school; (4) master's degrees; (5) doctoral degrees; and (6) labor force. Most of the statistical data show the trend over years. The obstacles on the way to a science career are explored, using the presented data. Encouraging women to participate in science and engineering areas, equal treatment in school and the workplace, shared responsibility for home and family, and a change in societal attitudes towards girls and women are recommended. (YP)

ED 313 218 SE 051 026

Vetter, Betty M.

Recruiting Doctoral Scientists and Engineers Today and Tomorrow. Occasional Paper 89-2.

Commission on Professionals in Science and Technology, Washington, DC.

Pub Date—Feb 89

Note—24p.; Adapted from a paper presented to General Electric Doctoral Recruiters, General Electric Company (Schenectady, NY, September 19, 1989). For other papers in this series see SE 051 025, SE 051 030-031. Graphs may not reproduce well.

Available from—Commission on Professionals in Science and Technology, 1500 Massachusetts Ave., NW, Suite 831, Washington, DC 20005 (Subscription series, calendar year \$55.00 non-member, \$40.00 member; single paper \$20.00 non-member, \$15.00 member).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Science, *Engineers, Higher Education, *Labor Force, Minority Groups, *Recruitment, Science Careers, Science Education, *Scientific Personnel, Scientists

Several forecasters project significant shortages of doctoral engineers, physical scientists, mathematicians, and computer scientists through much of the next decade. This paper discusses the shortage of doctoral scientists and engineers and the solution to the problem. The possibility of hiring foreign graduates and recruiting minorities and women in science and engineering areas is examined. An intervention

program for elementary and secondary schools is suggested for solving the future problems. Lists 11 references. (YP)

ED 313 219 SE 051 027

Jegede, Olugbemiro J. And Others

The Effect of a Metacognitive Strategy on Students' Anxiety and Achievement in Biology.

Pub Date—[89]

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anxiety, *Biology, Foreign Countries, Metacognition, *Science Instruction, Science Tests, Scientific Concepts, Secondary Education, *Secondary School Science, *Sex Differences

Identifiers—*Concept Maps, Nigeria, *Science Anxiety

Results of recent studies into the use of concept mapping heuristic seem to demonstrate that meaningful learning results through its use in science classrooms. This study sought to find out if the metacognitive strategy of concept mapping reduces anxiety and thereby enhances achievement in biology. A total of 51 senior secondary one (grade 10) students participated in this experiment. Two instruments—the Zuckerman Affective Adjective Checklist and a Biology Achievement Test—were used in pre- and posttest administrations to measure the treatment effect on anxiety and achievement, respectively. Findings support the stand that concept mapping is significantly more effective than traditional/expository strategy in enhancing learning in biology. It has, in addition, positively affected students' anxiety towards the learning of biology. A tendency for concept mapping to significantly reduce anxiety towards biology more in males than in females was noticed. There are 29 references. (Author/YP)

ED 313 220 SE 051 028

Jegede, Olugbemiro J. Okebukola, Peter Akinsola O.

Differences in Socio-Cultural Environment Perceptions Associated with Gender in Science Classrooms.

Pub Date—[89]

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, Classroom Research, Foreign Countries, Science Education, Science Teachers, Secondary Education, *Secondary School Science, *Sex Differences, Social Environment, *Sociocultural Patterns, *Student Attitudes

Identifiers—*Nigeria

An amount of learning outcome variance has been attributed to the environment in which teaching and learning are conducted. The intent of this study was to examine the influence of five aspects of the socio-cultural environment in science classes with particular reference to how these are perceived by boys and by girls. The 30-item Socio-Cultural Environment Scale (SCEs) was used to collect data from 707 Nigerian secondary school students in classes four and five (grades 10 and 11 respectively). Authoritarianism, Goal Structure, African Worldview, Societal Expectation, and Sacredness of Science were the five subscales studied. Sex differences were recorded in the Societal Expectation subscale. Most of the female subjects are of the opinion that society has a negative or low regard for their ability to do science and this has an effect on their motivation to undertake science-based careers. The reverse is true for boys. This perception is in agreement with the literature on sex differences in science education and highlights the social pressure that brings about subject preferences. The implications of these findings for science teaching and further research are highlighted. The SCEs items are appended and 36 references are listed. (Author/YP)

ED 313 221 SE 051 029

Jegede, Olugbemiro J. Okebukola, Peter Akinsola O.

The Effect of Instruction on Socio-Cultural Beliefs Hindering the Learning of Science by a Sample of Nigerian Students.

Pub Date—[89]

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, *Beliefs, *Biology, Foreign Countries, *Science Instruction,

Secondary Education, *Secondary School Science, Social Environment, *Sociocultural Patterns, Student Attitudes

Identifiers—*Nigeria

A learner who is not positively disposed to, or has a socio-cultural background that is indifferent to, learning science would find it hard to learn science effectively with the right attitudes. This study investigated if instruction through the use of the socio-cultural mode has any significant effect on a student's attitude towards the learning of science. The sample consisted of 600 senior secondary year one (grade 10) students from 15 selected secondary schools in Nigeria. The Socio-Cultural Environment Scale (SCEs) and the Biology Achievement Test were used to measure the change in attitude and achievement of subjects in a pre-/posttest situation after 6 weeks of treatment. Evidence was found to support the hypothesis that science instruction which deliberately encompasses the discussion of socio-cultural views about science concepts engenders positive attitudes towards the study of science. The findings also indicate that a harmonious coexistence could be generated for both the anthropomorphic and mechanistic views in such a way as to promote positive attitudes towards the study of science in traditional cultures. Lists 27 references. (Author/YP)

ED 313 222 SE 051 030

Vetter, Betty M.

American Minorities in Science and Engineering. Occasional Paper 89-3.

Commission on Professionals in Science and Technology, Washington, DC.

Pub Date—Sep 89

Note—34p.; Adapted from a paper presented at the Conference on Minority Recruiting (Boston, MA, May 3, 1989). For other papers in this series see SE 051 025-026, SE 051 031. Graphs may not reproduce well.

Available from—Commission on Professionals in Science and Technology, 1500 Massachusetts Ave., NW, Suite 831, Washington, DC 10005 (Subscription series, calendar year \$55.00 non-member, \$40.00 member; single paper \$20.00 non-member, \$15.00 member).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Science, Engineering Education, *Engineers, Higher Education, *Labor Force, *Minority Groups, Recruitment, Science Careers, Science Education, *Scientific Personnel

Minorities are a growing proportion of Americans, and the nation can no longer afford to leave any fraction of its population uneducated and unable to participate in a wide variety of professional fields and to function appropriately as taxpaying citizens. This paper examines present minority participation in engineering and science through the whole educational pipeline. Statistical data provide trends for: (1) undergraduates; (2) graduates; (3) master's degrees; (4) doctoral degrees; and (5) faculty. Lists 12 references. (YP)

ED 313 223 SE 051 031

Vetter, Betty M.

Look Who's Coming to School! Changing Demographics: Implications for Science Education. Occasional Paper 89-4.

Commission on Professionals in Science and Technology, Washington, DC.

Pub Date—Dec 88

Note—27p.; Adapted from a paper presented to the Biological Sciences Curriculum Study Group (Colorado Springs, CO, November 12, 1988). For other papers in this series see SE 051 025-026, and SE 051 030. Graphs may not reproduce well.

Available from—Commission on Professionals in Science and Technology, 1500 Massachusetts Ave., NW, Suite 831, Washington, DC 20005 (Subscription series, calendar year \$55.00 non-member, \$40.00 member; single paper \$20.00 non-member, \$15.00 member).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Biology, Career Choice, *Futures (of Society), *School Demography, *Science Careers, Science Education, *Science Instruction, Science Interests, Secondary Education, *Secondary School Science

This paper discusses changes related to students

that will occur during the next two decades and how they will affect science teacher's considerations of what and how to teach biology. Statistical data are presented for racial/ethnic groups. Some variables influencing the choice of a biology career are reviewed. Hands-on activities, inquiry, and appreciation for the values and methods of science are recommended for biology teaching. Lists 13 references. (YP)

ED 313 224

SE 051 032

Robitaille, David F.

Evaluation and Assessment in Mathematics Education. Science and Technology Education Document Series No. 32.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education. Report No.—UNESCO-ED-89/WS/6
Pub Date—89

Note—142p; Selection of papers presented to Theme Group T4, "Evaluation and Assessment," at the International Congress on Mathematical Education (6th, Budapest, Hungary, July 27-August 3, 1988).

Available from—Publications Div., UNESCO, 7 place de Fontenay, 75700 Paris, France (price not available).

Pub Type—Speeches/Meeting Papers (150) — Reports — General (140)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Tests, *Cross Cultural Studies, *Educational Assessment, *Elementary School Mathematics, Elementary Secondary Education, *Mathematics Achievement, Mathematics Education, Mathematics Skills, *Mathematics Tests, National Programs, Program Evaluation, *Secondary School Mathematics

Identifiers—*Second International Mathematics Study

This document contains 15 papers selected from 47 papers presented at a theme group of the Sixth International Congress on Mathematical Education. The papers included have been divided into four groups. The first group consists of a survey paper, which discusses the history of assessment and evaluation. The second section consists of six papers dealing with findings from the Second International Mathematics Study, which was conducted in some 20 countries in the early 1980s. The next group of papers focuses on national initiatives in evaluation in mathematics, and includes such topics as the Verification of Mathematical Ability in Compulsory Schooling project in Italy; the Assessment of Performance Unit (APU) in the United Kingdom; and the National Assessment of Education Progress (NAEP) in the United States. The final set of papers deal with a variety of topics, including evaluation of students' problem-solving activities, diagnostic assessment, and evaluation of students' understanding of selected concepts. (YP)

ED 313 225

SE 051 033

Shipe, Ron W. And Others

An Evaluation of the Mastering Fractions Level-One Instructional Videodisc Program.

George Peabody Coll. for Teachers, Nashville, TN. Learning Technology Center; Tennessee Valley Authority, Knoxville.

Pub Date—30 Jun 86

Note—89p.

Available from—Mr. Ron Shipe, Tennessee Valley Authority, 601 West Summit Hill Drive, 1831G Old City Hall Building, Knoxville, TN 37902 (free while supply lasts). A few pages with small print may not reproduce well.

Pub Type—Reports — Evaluative (142)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Technology, *Elementary School Mathematics, Grade 6, Intermediate Grades, Mathematical Concepts, Mathematics Achievement, Mathematics Education, *Mathematics Instruction, *Mathematics Skills, *Mathematics Tests, *Program Evaluation, *Videodisks

The purpose of this project was to evaluate the effectiveness of an interactive Level 1 videodisc program called "Mastering Fractions." The evaluation was conducted in two parts. Part 1 was a controlled study that compared the Mastering Fractions program to a more traditional fractions curriculum while controlling for any novelty effect of the videodisc medium. Part 2 of the evaluation was a descriptive study that examined the use of "Mastering Fractions" in non-experimentally con-

trolled classroom environments. Both in Part 1 and Part 2, all students were given a 69-item pre- and posttest that examined the learning objectives from a basal series math curriculum and the Mastering Fractions program. The use of the videodisc program resulted in gains in fractions skills and concepts. The results of structured interviews with both teachers and students indicated that the program was received very positively. Appendices include: (1) "Introduction to Interactive Videodisc"; (2) "Pre-Posttest"; (3) "Mastery Tests"; (4) "Teacher Logs"; (5) "Teacher Structured Interview Questions"; and (6) "Student Structured Interview Questions." Lists 4 references. (Author/YP)

ED 313 226

SE 051 034

Palumbo, Thomas J.

Measurement Motivators: From Dinosaurs to Decimals. Activities To Make Measurement More Meaningful. Grades 3-7.

Report No.—ISBN-0-86653-500-4

Pub Date—89

Note—104p; Drawings may not reproduce well. Available from—Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA1095, \$8.95).

Pub Type—Guides — Classroom — Teacher (052)
EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Games, Elementary Education, *Elementary School Mathematics, Mathematical Concepts, *Mathematical Vocabulary, Mathematics Education, *Mathematics Materials, *Mathematics Skills, *Measurement, Metric System

This activity book stresses the integration of measurement with all phases of mathematics and other school curricula. It emphasizes activities that teach basic measurement skills; techniques for understanding small and large numbers; learning devices that improve measurement understanding; strengthening measurement vocabulary through games/puzzles; cross curriculum, short-term measurement projects; student research in measurement; teaching time-savers; board games for concept reinforcement; creative people in measurement exploration; measurement history; classroom interaction with everyday measures; practical approaches for problem solving/critical thinking; challenging multi-level math/measurement drills; and a variety of out-of-classroom experiences. There are 90 activities and an answer key for some of the activities. (YP)

ED 313 227

SE 051 036

Duncan, Jim

Practical Math Skills: Situations-Strategies-Solutions. Intermediate Level. Grades 4-5-6.

Report No.—ISBN-0-86653-465-2

Pub Date—89

Note—68p; For the Junior High level, see SE 051 037.

Available from—Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA1070, \$6.95).

Pub Type—Guides — Classroom — Learner (051) — Guides — Classroom — Teacher (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computation, Elementary Education, *Elementary School Mathematics, Intermediate Grades, *Mathematical Applications, Mathematical Concepts, *Mathematical Enrichment, Mathematics Education, *Mathematics Materials, *Mathematics Skills

This material is a supplement to existing mathematics programs for young learners. The activities presented are based on assumptions about the young problem solver which are difficult to address in standard mathematics texts. In these pages it is assumed that each learner brings to the problem-solving effort a very personal experience base and a unique repertoire of approaches, strategies, and evaluative behaviors for solving problems. It is also assumed that true problem solving is not so much a search for the appropriate rule or algorithm, but rather a response to a personal inquiry characterized by exploration and discovery. Units include: (1) "The Corner Store"; (2) "The Track Meet"; (3) "The Construction Site"; and (4) "The Service Station." Answer keys and objectives for activities are provided. (YP)

ED 313 228

SE 051 037

Duncan, Jim

Practical Math Skills: Situations-Strategies-Solutions. Junior High Level. Grades 7-8-9.

Report No.—ISBN-0-86653-466-0

Pub Date—89

Note—68p; For the intermediate level, see SE 051 036.

Available from—Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA1071, \$6.95).

Pub Type—Guides — Classroom — Learner (051) — Guides — Classroom — Teacher (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computation, Junior High Schools, *Mathematical Applications, Mathematical Concepts, *Mathematical Enrichment, Mathematics Education, *Mathematics Materials, *Mathematics Skills, Secondary Education, *Secondary School Mathematics

This material is a supplement to existing mathematics programs for young learners. The activities presented are based on assumptions about the young problem solver which are difficult to address in standard mathematics texts. In these pages it is assumed that each learner brings to the problem-solving effort a very personal experience base and a unique repertoire of approaches, strategies, and evaluative behaviors for solving problems. It is also assumed that true problem solving is not so much a search for the appropriate rule or algorithm, but rather a response to a personal inquiry characterized by exploration and discovery. Units include: (1) "The Corner Store"; (2) "The Track Meet"; (3) "The Construction Site"; and (4) "The Service Station." Answer keys and objectives for activities presented are provided. (YP)

ED 313 229

SE 051 038

Bernstein, Bob

Thinking Numbers: Math Games and Activities To Stimulate Creative Thinking. Grades 2-7.

Report No.—ISBN-0-86653-511-X

Pub Date—89

Note—103p.

Available from—Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA1094, \$8.95).

Pub Type—Guides — Classroom — Teacher (052) — Guides — Classroom — Learner (051)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Discovery Learning, Educational Games, Elementary Education, *Elementary School Mathematics, *Mathematical Concepts, Mathematical Enrichment, Mathematics Education, *Mathematics Materials, *Mathematics Skills, *Number Concepts, Numbers

This activity book was designed especially for the classroom teacher who is constantly on the lookout for unique and interesting ways to challenge the students' learning capacity in the area of elementary mathematics. The material presented here places a strong emphasis on defining the particular skills to be covered in each activity. All the activities may be used in a large or small group instructional setting and many are reproducible, allowing students to work independently. This is a discovery approach either for remediation or enrichment practice. There are 46 games and activities presented along with an answer key. (YP)

ED 313 230

SE 051 039

Iben, Miriam F.

Cross-Cultural Investigations into Student Development of Spatial Relations and Abstract Mathematical Thought: Some Preliminary Findings from Australia, Japan and the United States.

Pub Date—88

Note—48p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Ability Grouping, *Cross Cultural Studies, Foreign Countries, *Mathematics Anxiety, Mathematics Education, Predictor Variables, Secondary Education, *Secondary School Mathematics, *Sex Differences, *Spatial Ability

Identifiers—Australia, Japan, *Mathematical Aptitude

This study investigated the development of abstract mathematical thought and spatial relations of 13- and 14-year-old students who attended public schools in Australia, Japan, and the United States. Dependent variables included age, ability grouping, ethnicity, sex, mathematics attitudes, and mathematics classroom behaviors. Significant differences were found for age in all cases except Japanese spatial relations. Accelerated mathematics ability group membership had the largest significant predictive regression weight for the United States and

Australia. Lowest mathematics ability group membership had a significant, negative regression weight for U.S. students and a non-significant regression weight for the Australian sample. Sex differences favored Australian females. Intrinsic motivation to study mathematics was the most universal significant regression weight. Mathematics confidence and lack of anxiety were significant predictors for Australian and U.S. Caucasian males and Japanese males, but not for females in any regression. Mathematics usefulness was a significant predictor for Japanese and Australian Asian students. Mathematics as a gender neutral subject was a significant negative predictor for Australian Caucasian males and a positive predictor for all other groups. Tables of correlations, means, and standard deviations in each group are appended. Lists 40 references. (Author/YP)

ED 313 231 SE 051 040

Ratliff, Michael I. Williams, Raymond E.
The Undergraduate Statistics Major—A Prelude to Actuarial Science Training.

Pub Date—89

Note—11p; Paper presented at the Annual Conference of the American Statistical Association (1989).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Planning, *College Mathematics, *Course Content, Courses, Higher Education, *Mathematical Applications, Mathematicians, Mathematics, *Mathematics Curriculum, Mathematics Education, *Statistics, *Undergraduate Study

Identifiers—*Actuarial Science

Recently there has been increased interest related to the Actuarial Science field. An actuary is a business professional who uses mathematical skills to define, analyze, and solve financial and social problems. This paper examines: (1) the interface between Statistical and Actuarial Science training; (2) statistical courses corresponding to particular Actuarial examinations; (3) advantages of supporting Actuarial Science courses; (4) impact on the major; (5) how to promote statistics through actuarial training; and (6) how to obtain information and test preparation materials. Lists 3 references. (Author/YP)

ED 313 232 SE 051 041

Carter, Constance, Comp.

Space Science Projects. LC Science Tracer Bullet No. TB-89-3.

Library of Congress, Washington, D.C. National Referral Center for Science and Technology.

Pub Date—Mar 89

Note—17p; For another Library of Congress bibliography on space science projects, see ED 288 716.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bibliographies, *Elementary School Science, Elementary Secondary Education, Literature Reviews, Reference Materials, *Science Materials, *Science Projects, Science Teachers, *Secondary School Science, *Space Sciences

This publication aims to assist elementary and secondary school students and teachers in planning, preparing and executing projects in the space sciences. Sources in other areas of science and on science fairs themselves are listed in "Science Fair Projects" (LC Science Tracer Bullet 88-4). This compilation is not intended to be a comprehensive bibliography, but is designed to put the reader "on target." Categories include: subject headings; basic texts; specialized texts; classroom experiments and activities; background reading; related titles; handbooks and encyclopedias; bibliographies; book/film reviews; abstracting and indexing services; journals; representative journal articles; selected pamphlet materials; and additional sources of information. Each entry has the name of the author, title, publisher, year, call number, and a brief summary. (YP)

ED 313 233 SE 051 042

Bedenbaugh, John H., Ed. Bedenbaugh, Angela O., Ed.

Handbook for High School Chemistry Teachers. Louisiana State Dept. of Education, Baton Rouge. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Sep 88

Grant—NSF-DPE-84-70138

Note—286p; Developed by the Education Committee Mississippi Section, American Chemical Society.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Chemistry, Guides, High Schools, Laboratory Equipment, *Laboratory Experiments, Laboratory Procedures, *Laboratory Safety, Safety, Science Curriculum, *Science Laboratories, *Science Teachers, Science Tests, *Secondary School Science

This handbook is based on a list of essential topics that should be mastered by the student who subsequently plans to pursue college chemistry. Chapters include: (1) "Introduction" (describing a position paper and the background of the handbook); (2) "Essential General Topics and Objectives"; (3) "Testing Students" (providing sample tests and answers); (4) "The Laboratory" (including a list of laboratory skills, sample tests on laboratory learning, procedures for preparing reagent solutions, and price lists of chemicals and supplies); (5) "Chemical Safety" (describing safety guidelines and checklists with resource materials); (6) "Chemistry Teachers and the Law" (relating accidents in the laboratory); (7) "Demonstrations" (describing the materials, procedures, waste disposal, and questions for 20 demonstrations); (8) "Experiments" (describing the objectives, preparations, sample data, waste disposal and questions for 17 experiments); and (9) "Reference Materials." (YP)

ED 313 234 SE 051 043

Grade 12 Diploma Examination: Biology 30, June 1989 = Examen en vue du diplôme douzième année: Biologie 30, Juin 1989.

Alberta Dept. of Education, Edmonton.

Pub Date—Jun 89

Note—87p; For January 1989 examination, see ED 306 105.

Language—English; French

Pub Type—Tests/Questionnaires (160) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Achievement Tests, *Biology, Foreign Countries, *Grade 12, High Schools, Objective Tests, Science Tests, Secondary Education, *Secondary School Science, Test Items

Identifiers—*Alberta

Biology 30 is a 12th-grade science course for students in Alberta, Canada. Intended for administration during June 1989, it contains 70 multiple-choice questions and 7 written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. The test is provided in both English and French. (YP)

ED 313 235 SE 051 044

Grade 12 Diploma Examination: Chemistry 30, June 1989 = Examen en vue du diplôme douzième année: Chimie 30, Juin 1989.

Alberta Dept. of Education, Edmonton.

Pub Date—Jun 89

Note—51p; For January 1989 examination, see ED 306 109.

Language—English; French

Pub Type—Tests/Questionnaires (160) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Achievement Tests, *Chemistry, Foreign Countries, *Grade 12, High Schools, Objective Tests, Science Tests, Secondary Education, *Secondary School Science, Test Items

Identifiers—*Alberta

Chemistry 30 is a 12th-grade science course for students in Alberta, Canada. This document is the final test for the course. Intended for administration during June 1989, it contains 56 multiple-choice questions and 3 written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. The test is provided in both English and French. (YP)

ED 313 236 SE 051 045

McCardle, Elizabeth, Ed.

Science 8 and 9: Teacher Resource Manual. Curriculum, Interim 1989.

Alberta Dept. of Education, Edmonton.

Pub Date—89

Note—288p; Drawings may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Communication Skills, Inquiry, Laboratory Safety, *Science Activities, *Science and

Society, *Science Curriculum, Science Education, *Science Instruction, Science Teachers, *Scientific Literacy, Scientific Methodology, Secondary Education, *Secondary School Science, Skills

Identifiers—*Alberta, *Nature of Science

This teacher resource manual has been developed to assist classroom teachers in implementing the Integrated Occupational Science program for grades 8 and 9. The first chapter of this manual gives an introduction including resources, scope and sequence, facilities and equipment, and safety in the science classroom. The next two chapters describe the overviews and instructional strategies of the grade 8 and 9 themes. The themes developed for each grade level are classified as understanding our environment, using materials and products, technology at work, and life forms and changes. The last chapter discusses: (1) the nature of science; (2) the relationship between science and technology; (3) the role of science and technology in society; (4) communication skills; and (5) evaluation. For each topic the model, suggestions, and resources are provided. Lists 14 references. (YP)

ED 313 237 SE 051 046

Dawson, Jon, Ed.

Mathematics 8 and 9: Teacher Resource Manual.

Curriculum, Interim 1989.

Alberta Dept. of Education, Edmonton.

Report No.—ISBN-0-7732-0088-6

Pub Date—89

Note—272p; Drawings may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Calculators, *Computation, Computer Assisted Instruction, *Mathematical Applications, Mathematical Concepts, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Mathematics Skills, Mathematics Teachers, *Problem Solving, Secondary Education, *Secondary School Mathematics

Identifiers—*Alberta

This teacher resource manual has been developed to assist classroom teachers in implementing the Integrated Occupational Mathematics program for grades 8 and 9. The first chapter of this manual gives an introduction including resources and scope/sequence. The next two chapters describe the overviews and instructional strategies of the grade 8 and 9 themes. The themes developed at each grade level are classified as: managing your money; world of work; using math at home; and travel and recreation. The last chapter discusses generic strategies: (1) problem solving; (2) use of technology (including calculators and computers); (3) computational facility and estimation (dealing with the development of computational process, mental arithmetic skills, and estimation strategies); (4) using a math lab; and (5) evaluation. Resource materials are listed for each of the five topics. Lists 13 references. (YP)

ED 313 238 SE 051 048

Embry, Lynn

Scientific Encounters of the Mysterious Sea. Reading Activities That Explore the Mysterious Creatures of the Deep Blue Sea. Grades 4-7.

Report No.—ISBN-0-86653-407-5

Pub Date—87

Note—68p; For other publications in this series, see ED 280 740-741, ED 299 118.

Available from—Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA1013, \$6.95).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Biology, Elementary Education, *Elementary School Science, Fisheries, Intermediate Grades, *Marine Biology, *Oceanography, *Science Activities, *Science Materials, Science Tests

Identifiers—*Deep Sea, *Fishes

This activity book presents reading activities for grades 4-7 exploring the mysterious creatures of the deep sea. The creatures include: angel sharks; argonauts; barbel fish; comb jelly; croakers; electric rays; flying fish; giant squid; lantern fish; narwhals; northern basket starfish; ocean sunfish; Portuguese man-of-war; sea cucumbers; sea snakes; stonefish; trunkfish; and viperfish. Each of the 37 selections has a brief description, a skills-check to determine reading comprehension, and an activity sheet. An answer key for the skills tests is included. (YP)

ED 313 239 SE 051 049

DeBruin, Jerry

School Yard-Backyard Cycles of Science: A Guide

RIE APR 1990

to Science Concepts, Strategies and Hands-On Activities. Grades 3-9+.

Report No.—ISBN-0-86653-489-X

Pub Date—89

Note—164p.

Available from—Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA1084, \$10.95).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, *Elementary School Science, *Family Involvement, Family School Relationship, *Glossaries, *Science Activities, Science Education, *Science Materials, Science Tests, *Scientific Concepts, Scientific Methodology

This book focuses on the use of common, everyday materials, some of which can be obtained easily for use in hands-on-science activities. Major emphasis is placed on starter activities designed to prompt children to ask "why" or "what would happen if" type questions about science events. This guide aims to meet the need for actively involving problem solving in science with its contents and school/home format. Part one lists basic beliefs about youngsters and their learning, and describes the cycle of teaching. Part two provides 105 activities related to earth, space, and biological and physical science cycles. Part three presents some materials for special projects. Part four provides answers for the quizzes in part two. The last part lists a glossary of 197 key science cycle concepts. (YP)

ED 313 240

SE 051 050

Melear, Claudia Tarver

Cognitive Processes in the Curry Learning Style Framework as Measured by the Learning Style Profile and the Myers-Briggs Type Indicator among Non-Majors in College Biology.

Pub Date—89

Note—282p.; Ph.D. Dissertation, The Ohio State University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Biology, Cognitive Processes, *Cognitive Style, *Cognitive Tests, *College Science, Computer Assisted Testing, *Educational Technology, Higher Education, Nonmajors, *Science Curriculum, Sex Differences

Identifiers—*Myers Briggs Type Indicator

Curry's model of learning style framework with Claxton and Murrell's adaptations was used to study the profile of non-majors in a college biology course. The purpose of the study was to provide empirically derived data in both a qualitative and quantitative format of the non-major to improve the course. Over 600 students were administered the Learning Style Profile (LSP) and the Myers-Briggs Type Indicator (MBTI) to determine the students' learning styles as a predictor for success in the course. The differences between the MBTI profile and other profiles published were examined among sample groups. Selection Ratio Type Table (SRTT) analysis was done between sample and comparison groups. The only LSP subscale which showed a difference between students who were successful and those who were not was spatial ability. Canonical correlation showed that the SLP and the MBTI were related at a level of 0.5 for the first canonical variate. Recommendations for course improvement are suggested. The materials of Biology 110, instruments administration, the MBTI scoring program, and statistical results are appended. (Author/YP)

ED 313 241

SE 051 051

Arbanas, Rose J.

Girls + Math + Science = Choices. A Conference for Young Women Interested in Exploring Career Options. A Handbook for Planners.

Calhoun Intermediate School District, Marshall, Mich.

Spons Agency—Michigan State Board of Education, Lansing.

Pub Date—88

Note—73p.; For related documents, see SE 051 052 and SE 051 055.

Available from—Calhoun Intermediate School District, 17111 G Drive North, Marshall, MI 49068 (\$5.00 plus \$1.50 postage. For more than one, additional postage will be charged).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Education, *Career Guidance, *Females, Grade 7, Grade 8, Junior High

Schools, *Mathematics Education, Program Guides, *Science Careers, Science Materials, Scientific Personnel, Secondary School Mathematics, Secondary School Science, *Sex Bias, Sex Stereotypes

This is a handbook intended for use at a 1-day conference for 170 seventh and eighth grade girls, their parents, counselors, and math/science teachers. It is meant to stimulate interest in exploring career options in mathematics and science related areas. Sections included are: (1) "Introduction"; (2) "Conference Objectives"; (3) "Promotion/Recruitment"; (4) "Conference Day Format" (presenting the procedures and handout materials of the 1-day program); (5) "Recommendations-Do's and Don'ts"; (6) "Follow-up Activities" (providing materials for the activities); and (7) "Resources" (listing media and organizations). (YP)

ED 313 242

SE 051 052

Arbanas, Rose J. Lindquist, Gayla R., Ed.

Girls + Math + Science = Choices. A Handbook for Educators.

Calhoun Intermediate School District, Marshall, Mich.

Spons Agency—Michigan State Board of Education, Lansing.

Pub Date—89

Note—41p.; For related documents, see SE 051 051 and SE 051 055.

Available from—Calhoun Intermediate School District, 17111 G Drive North, Marshall, MI 49068 (\$2.50 plus \$1.50 postage. For more than one, additional postage will be charged).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Education, *Career Guidance, *Females, Mathematics Education, Program Guides, *Science Careers, Science Materials, Scientific Personnel, Secondary Education, Secondary School Mathematics, Secondary School Science, *Sex Bias, Sex Stereotypes

This is a handbook for educators. It is intended to stimulate interest in career choices for young women in mathematics and science related areas. Main topics included are: (1) problems, i.e., the dearth of women in science professions; (2) solutions; (3) survey questions for measuring sex bias; (4) instructions for improving attitudes toward mathematics; (5) worksheets; (6) factors predicting college science major choice; (7) organizations; (8) resource media and material; (9) strategies for the future; and (10) selected bibliography (containing eight references). Some practical advice for teachers is included. (YP)

ED 313 243

SE 051 053

Jones, Aline And Others

Polymer Chemistry. An Activity-Oriented Instructional Module, Volume 1. Bulletin 1840.

Louisiana State Dept. of Education, Baton Rouge.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—88

Note—60p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Chemistry, Laboratory Experiments, *Laboratory Procedures, *Polymers, *Science Activities, Science Curriculum, Science Materials, Secondary Education, *Secondary School Science

This teaching module was developed by the project "Recent Developments in Science and Technology with Applications for Secondary Science Teaching." Premises about students and their learning and generalizations about content are described. Chapters included are: (1) "Introduction"; (2) "Monomers into Polymers"; (3) "Natural Polymers"; (4) "Thermosets and Thermoplastics"; (5) "Synthesis of Polymers"; (6) "Polymer Structure"; (7) "Common Polymers—Their Use and Properties"; (8) "Polymers—Their Impact on Modern Life"; and (9) "References" (including teacher resources, student resources, multimedia materials, and useful materials to order). Many activities, demonstrations, experiments, and transparencies are provided in each chapter. (YP)

ED 313 244

SE 051 054

Steinberg, Melvin S. And Others

Genius Is Not Immune to Persistent Misconceptions: Conceptual Difficulties Impeding Isaac Newton and Contemporary Physics Students. Massachusetts Univ., Amherst. Scientific Reasoning Research Inst.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—SRRI-235

Pub Date—87

Grant—NSF-MDR8751398

Note—25p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Concept Formation, *Force, *Mechanics (Physics), *Misconceptions, Physics, *Science History, *Scientific Concepts, Scientific Methodology, Scientific Research, Scientists

Identifiers—*Newton (Isaac)

Recent research has shown that serious misconceptions frequently survive high school and university instruction in mechanics. It is interesting to inquire whether Newton himself encountered conceptual difficulties before he wrote the "Principia." This paper compares Newton's pre-"Principia" beliefs, based upon his writings, with those of contemporary students in the areas of impetus force and centrifugal force. The paper emphasizes the retarding effect on Newton's development of inappropriate but deep-rooted models at a qualitative level, and the extent to which his experience suggests the necessity for students to struggle conceptually in order to construct the models employed by physicists. Lists 9 references. (YP)

ED 313 245

SE 051 055

Arbanas, Rose J. Lindquist, Gayla R., Ed.

Girls + Math + Science = Choices. A Handbook for Parents.

Calhoun Intermediate School District, Marshall, Mich.

Spons Agency—Michigan State Board of Education, Lansing.

Pub Date—89

Note—33p.; For related documents, see SE 051 051-052.

Available from—Calhoun Intermediate School District, 17111 G Drive North, Marshall, MI 49068 (\$2.50 plus \$1.50 postage. For more than one, additional postage will be charged).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Education, *Career Guidance, Elementary Secondary Education, *Females, *Mathematics Education, Parent Attitudes, *Parent Influence, Parent Materials, Parent Role, *Parent Student Relationship, *Science Careers, Science Materials, Scientific Personnel

This handbook for parents is intended to help them to stimulate their daughters' interest in career paths for young women in mathematics and science-related areas. Main topics included are: (1) problems, i.e., the dearth of women in the sciences (includes a fact sheet); (2) practical advice and guidelines; (3) activities; (4) reading materials; (5) resource information, including books, periodicals, and organizations; and (6) a selected bibliography, listing seven references. (YP)

ED 313 246

SE 051 056

Cohen, David Fraser, Barry J.

The Processes of Curriculum Development and Evaluation. A Retrospective Account of the Processes of the Australian Science Education Project.

Curriculum Development Centre, Canberra (Australia).

Report No.—ISBN-0642532-32-X

Pub Date—87

Note—112p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Evaluation, Curriculum Study Centers, Foreign Countries, Guidelines, *Science Curriculum, Science Education, Science Education History, Secondary Education, *Secondary School Science

Identifiers—*Australia, *Australian Science Education Project

This book provides a retrospective account of the processes of curriculum development and evaluation of the Australian Science Education Project (ASEP), a venture which pioneered large-scale State-Commonwealth cooperation in education in Australia. The processes are described to identify practices for future curriculum initiatives. Important implications are drawn for policy-makers and those interested in curriculum at the classroom, school, system, and national levels. Chapters include: (1) "Curriculum Responsibilities in Australia"

lia"; (2) "A History of the Development of ASEP"; (3) "Curriculum Processes and Products"; (4) "ASEP's Curriculum Development Processes: The 38 Steps"; (5) "Evaluation of ASEP Materials"; and (6) "Summary, Implications and Guidelines for Future Curriculum Activities." Extracts from five selected ASEP position documents are appended including the aims of ASEP, main ideas in ASEP materials, criteria for choosing topics for classroom study, stages of child development, and inquiry approach. Lists 44 references. (YP)

ED 313 247 SE 051 057

Dekkers, John And Others
Upper Secondary School Science and Mathematics Enrollment Patterns in Australia, 1970-1985. Western Australian Inst. of Technology, Bentley. Science and Mathematics Education Centre. Report No.—ISBN-0-908155-69-7
Pub Date—86
Note—73p.

Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Trends, Enrollment, Enrollment Rate, *Enrollment Trends, Foreign Countries, Mathematics Curriculum, *Mathematics Education, Science Curriculum, *Science Education, Secondary Education, *Secondary School Mathematics, *Secondary School Science, *Statistical Data.

Identifiers—Australia
Any consideration of the status of science and mathematics education at the upper secondary school level in Australia must take into account the range of courses offered and the number of students enrolled in the different courses. This monograph describes science and mathematics curricula at national and state levels, and provides full enrollment information from 1970-1985 for upper secondary biology, chemistry, geology, physics, physical science, general science, environmental studies, agriculture, mathematics, and computing studies. Interesting features of the enrollment patterns are highlighted and discussed, while the final chapter is devoted to an analysis of the implications of the trends in Australian science and mathematics education. A bibliography contains journal articles and books categorized as general, science, and mathematics. Data sources from seven states, and their documents, are provided. (YP)

ED 313 248 SE 051 059

Undergraduate Science, Mathematics and Engineering Education. Volume II: Source Materials. National Science Foundation, Washington, D.C. National Science Board. Report No.—NSB-86-100
Pub Date—Nov 87
Note—188p. Prepared by the National Science Board Task Committee on Undergraduate Science and Engineering Education. For Volume I see ED 272 398.

Pub Type—Reports - Evaluative (142) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*College Mathematics, *College Science, *College Students, *Engineering Education, *Government Role, Higher Education, Mathematics Education, Research and Development, Science Education, Technology, *Undergraduate Study.

Identifiers—National Science Foundation
The purpose of this volume is to provide or identify the major sources of information used by the National Science Board Committee in preparing its report: Four public hearings were conducted and testimony received from knowledgeable leaders in higher education, the scientific community, industry, and government. This volume is principally a compendium of the materials received. Sections include: (1) "Executive Summary"; (2) "Testimony Presented to the Committee at Public Hearings"; (3) "Additional Testimony Submitted to the Committee"; (4) "Correspondence from Federal Agencies"; and (5) "Bibliography and Sources of Information." (YP)

ED 313 249 SE 051 060

On Being a Scientist. National Academy of Sciences - National Research Council, Washington, DC. Committee on the Conduct of Science. Report No.—ISBN-0-309-04091-4
Pub Date—89
Note—31p. Photographs and colored pages may not reproduce well.

Available from—National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418 (\$5.00; 2-9 copies, \$4.00; 10 or more copies, \$2.50 each).

Pub Type—Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Science, Higher Education, *Science and Society, Science Education, *Science History, Science Materials, Scientific Enterprise, *Scientific Methodology, Scientific Personnel, *Scientific Research, *Scientists

This booklet was written for students and describes some of the basic features of a life in contemporary research and some of the personal and professional issues that researchers will encounter in their work. This booklet divides the decisions that scientists make into two overlapping categories. Much of the first half of the booklet looks at several examples of the choices that scientists make in their work as individuals: the treatment of data; techniques used to minimize bias; and the application of values in judging hypotheses. The second half deals largely with questions that arise during the interactions among scientists: the need to report research results honestly and accurately; the proper distribution of credit for scientific work; and the difficult problem of reporting misconduct. A final section touches upon the social context in which personal and professional decisions are made and details a few of the special obligations that scientists have as members of society at large. There are 25 references listed, each with a brief summary. (YP)

ED 313 250 SE 051 061

Harris, Bruce R. Harrison, Grant
An Evaluation of an Innovative Use of Computers and Volunteers in 7th Grade Math Instruction. Pub Date—Nov 87

Note—34p. Paper presented at the Annual Meeting of the California Educational Research Association (San Jose, CA, November 1987).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, *Computer Assisted Instruction, *Computer Uses in Education, Grade 7, Junior High Schools, *Mathematics Achievement, Mathematics Anxiety, Mathematics Education, *Mathematics Instruction, Mathematics Teachers, *Secondary School Mathematics, Teacher Aides, *Volunteers

Identifiers—*Productivity Math Project, Utah
This paper summarizes a formative evaluation of a developmental project designed to maximize the potential use of computers in mathematics instruction through the use of volunteers. The project was conducted using a 7th-grade class at an intermediate school in Utah. Data were analyzed for 12 students in a special class for students not having the necessary basic mathematics skills to enroll in a regular class. Students used math computer lab twice a week. The volunteers determined what mathematics skills each student needed to practice by referring to the student files, determined what software program would be appropriate for the student, and managed all the necessary student data. Both quantitative and qualitative data were analyzed for: (1) achievement; (2) attitude about mathematics; (3) mathematics anxiety; (4) study habits; (5) positive reinforcement; and (6) individual help from an adult. Qualitative data collected through personal interviews, volunteer tutor activity sheets, and field notes were analyzed to identify participants' perceptions of the strengths and weaknesses of the project. (Author/YP)

ED 313 251 SE 051 062

Lambert, Carroll Pearson, The
Math Related Language-Concepts: Effectiveness of Direct Instruction in Raising the Level of Mastery of Beginning First Graders in Rural Western Idaho.

Spons Agency—Boise State Univ., Idaho.

Pub Date—May 86

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Elementary School Mathematics, Fundamental Concepts, *Grade 1, *Mathematical Concepts, *Mathematical Vocabulary, Mathematics Education, *Mathematics Instruction, Mathematics Teachers, Primary Education

Identifiers—Idaho

Every child who enters a school system brings a

different level of language mastery with which to recognize and express a different background of experience. This study examined the development of mathematical understanding and tested the efficacy of direct teaching to the target concepts. Two very similar districts in rural Idaho were selected. Three intact classes in each district, chosen at random, were given the Boehm Test of Basic Concepts. From the result of the pretest, the least known concepts were selected as target concepts. The concepts were discussed at inservice sessions for the experimental teachers twice a week for 10 weeks. After each session each teacher developed plans and taught each concept. The percentage gains between pretest and posttest indicated that the experimental group did better than the control group on 7 out of 13 concepts. Four concepts for which the experimental group did not make marked gains are discussed. The three most important elements of the experiment were considered to be: (1) questioning about what the children already know; (2) raising the teacher's consciousness regarding the target concepts; and (3) providing materials and pooling teachers' ideas suggested by the materials. (YP)

ED 313 252 SE 051 063

Mendel, Helen Ann
Daily Tutoring and/or Homework Assistance in Mathematics by Peers during the Regular School Day.

Pub Date—Jun 83

Note—42p. Ed.D. Practicum, Nova University.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cross Age Teaching, Economically Disadvantaged, *Elementary School Mathematics, Grade 2, *Homework, *Mathematical Enrichment, Mathematics Achievement, Mathematics Education, Mathematics Instruction, *Minority Group Children, Primary Education, *Tutoring

The effect of a tutorial and/or homework assistance program conducted by peers during the regular school day was investigated. Subjects were minority students from low socio-economic families. Student-tutors were assigned to provide 35 minutes of daily individualized assistance in mathematics, help that was not available in the home environment. Two groups of second-grade children who had failed to complete their homework assignments were selected. Four days per week the student-tutor helped five children in the experimental group with their homework assignments, and reviewed skills previously taught by the classroom teacher. Five children in the control group remained in their own classroom and studied independently. It was found that the children in the experimental group completed their homework every day, and they showed an overall growth in mathematics of 22 percent, whereas the children in the control group had an overall average growth of only nine percent after a 2-week period. Recommendations for student-tutoring programs are suggested. Appendices include an informal interview with the teacher; placement tests; module tests; individual pupil surveys regarding homework and attitudes; and a progress chart for growth. Lists 9 references. (YP)

ED 313 253 SE 051 064

Amuah, Isaac
Western Scientific Thought and African Traditional Beliefs and Thought.

Pub Date—Oct 89

Note—20p.

Pub Type—Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*African Culture, *Beliefs, *Cross Cultural Studies, *Cultural Background, Science and Society, *Scientific Methodology, Scientific Principles, Western Civilization

Identifiers—*Philosophy of Science, Scientific Theories

This paper explores features that are common to both modern Western scientific thought and traditional African thought. The differences between the two are enumerated. In the Western scheme of knowledge, there is a continuous quest for explanatory theory for every phenomenon investigated. The paper notes that atoms, molecules, gods, and spirits have an intellectual function in the generation of knowledge in both Western and African ideas. If one of the essential functions of theory is to help the mind transcend human limitations, it will be fair to say that both the diviner and the physicist are making the same use of theory to transcend the

limited vision of natural causes provided by common sense. Most traditional African cultures have adopted a personal idiom as the basis of their attempts to understand the world. The paper notes the difference between Western and African ideas in terms of non-personal and personalized theory. (YP)

ED 313 254 SE 051 065

Johnson, David K.
A Pickwickian Tale: Maturana's Ontology of the Observer.

Pub Date—20 Oct 89
Note—57p.
Pub Type—Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Epistemology, Linguistics, *Philosophy, *Realism, *Scientific Methodology, *Theories
Identifiers—Maturana (Humberto), *Ontology, *Philosophy of Science

This essay defends a critical realist perspective on the ontological and epistemological theories of Humberto Maturana. In the process, the paper presents an extended example of what has come to be known in contemporary realist circles as the epistemic fallacy, and underlines the negative results which inevitably plague philosophical theories that contain such mistakes. A major concern of the essay is to demonstrate the inadequate nature of Maturana's particular conception of ontology. Sections include: (1) "Introduction"; (2) "Contradiction"; (3) "Maturana's Ontology of the Observer"; (4) "Cognitive Distinctions and Existence"; (5) "Skepticism and the Argument from Illusion"; (6) "On Worldmaking"; (7) "The Role of the Observer"; and (8) "The Linguistic Consensus." Lists 142 references. (YP)

ED 313 255 SE 051 066

Higher Education for Science and Engineering. A Background Paper.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Report No.—OTA-BP-SET-52
Pub Date—Mar 89
Note—288p.; Tables of contents, printed on gray paper, may not reproduce well.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (\$12.00, stock no. 052-003-01148-4).

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*College Science, Employment Patterns, *Engineering Education, Engineers, Foreign Students, *Government Role, *Graduate Study, Higher Education, *Science Careers, Science Education, Undergraduate Study

This background paper focuses on the end point of educational preparation for science and engineering careers—undergraduate and graduate study. It places the issue of the supply of scientists and engineers in the broad cultural context of changing demographics, labor market adjustments, and intervention policies. The first chapter discusses the diversity of students and institutions. The second chapter focuses on undergraduate education, including its importance, students' characteristics, federal roles, and institutional settings. Graduate education is discussed in the next chapter. The nature of graduate study, markets for doctorates, finance, federal support trends, and the future of graduate education are described. The final chapter focuses on engineering education, including the areas of supply and demand, quality issues, use and upgrade of the work force, and roles of the Federal Government. Appendices include: (1) a mathematics intervention project; (2) productivity ratios for 100 undergraduate institutions; (3) graduate education in foreign countries; (4) reports on engineering education; and (5) contractor reports. (YP)

ED 313 256 SE 051 067

Gillis, Lynette
A Summative Evaluation of "Concepts in Science."

TVOntario, Evaluation and Project Research Report No. 2-1989-90.

TV Ontario, Toronto.
Pub Date—May 89
Note—47p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Biology, Chemistry, Foreign Countries, Physics, *Programming (Broadcast),

*Science Curriculum, Science Education, *Science Materials, *Scientific Concepts, Secondary Education, *Secondary School Science, Television, Television Research, Videotape Cassettes
Identifiers—Concepts in Science (Television Series), *Ontario

"Concepts in Science" is the title given to a group of 17 related miniseries produced for senior science students. This report presents the results of the summative evaluation of this series. The series explored important concepts in three areas of study: biology; physics; and chemistry. Each series consists of six 10-minute animated programs. The evaluation was based on three different sources of information, including a survey of teacher opinion, case studies of classroom use, and a survey of student opinion. The first chapter of this report provides background information on the series; the second chapter presents the results of a survey conducted among members of the Science Teachers' Association of Ontario. The third chapter reports case studies and examines the impact of the programs on students. The final chapter summarizes the main conclusions of the evaluation and discusses the implications for future science programming. Appendices include: (1) series titles; (2) videotape sales; (3) respondent characteristics; (4) objectionable elements; and (5) comments. (YP)

ED 313 257 SE 051 068

Peterson, Patricia R.
The Know It All Resource Book for Kids. And Grow-Ups, Too!

Report No.—ISBN-0-913757-45-4
Pub Date—89
Note—146p.

Available from—Zephyr Press, P.O. Box 13448, 3865 East 34th Street, #101, Tucson, AZ 85732-3448 (\$12.95, ZB14).

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Definitions, *Dictionaries, Elementary Education, Elementary School Curriculum, *Elementary School Mathematics, *Elementary School Science, *Geography, *Grammar, History, Reference Materials, Vocabulary

This resource book aims to help students find their own answers to questions about grammar, punctuation, measurement, mathematics, time, geometry, science, writing, geography, vocabulary, history, and money. The definition and, often, examples and an illustration are described for more than 200 concepts from the various subject matters. All items are arranged alphabetically. (YP)

ED 313 258 SE 051 069

Wolfe, Connie
Search: A Research Guide for Science Fairs and Independent Study.

Report No.—ISBN-0-913705-30-6
Pub Date—87
Note—103p.

Available from—Zephyr Press, 3865 East 34th Street, #101, Tucson, AZ 85732-3448 (\$12.95, ZB05-A).

Pub Type—Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Elementary School Science, Elementary Secondary Education, *Independent Study, Intermediate Grades, Science Activities, Science Education, *Science Fairs, Science Materials, Science Projects, Science Teachers, *Scientific Methodology, Secondary School Science, Worksheets

This guide is for the gifted, talented, or creative student in grades 4-9, who wants to do a science project, enter a competitive fair, or who is interested in pursuing an independent study in any subject area. The first part of the book is a teacher's guide. It gives directions, guidelines, suggestions, and tips for assisting students in the research process. The second half is the student's section; it contains information on developing research skills, solving problems, using higher-level thinking, and using creativity skills. The appendices include: (1) "Creative Thinking Strategies"; (2) "Components of Quality Research"; (3) "Glossary"; and (4) "Bibliography and Resources." (YP)

ED 313 259 SE 051 071

Durning, Alan B.
Poverty and the Environment: Reversing the Downward Spiral. Worldwatch Paper 92.

Worldwatch Inst., Washington, D.C.

Spons Agency—United Nations Fund for Population Activities, New York, N.Y.

Report No.—ISBN-0-916468-93-3
Pub Date—Nov 89

Note—91p.
Available from—Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 (\$4.00).

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conservation (Environment), *Developing Nations, *Economic Factors, *Environment, Environmental Education, Foreign Countries, *International Trade, *Poverty, Poverty Programs, World Problems

This publication discusses world problems related to poverty and possible ways to escape those problems. Sections include: (1) "Introduction"; (2) "And the Poor Get Poorer" (reporting data on income distribution in many countries); (3) "The Global Poverty Trap" (describing various hindrances to improving conditions at the local, national, and global levels); (4) "Poverty and the Environment" (including cases of ecological deterioration in many poor countries); (5) "Reversing the Downward Spiral" (providing a success story for each of the poverty traps). Lists 128 references. (YP)

ED 313 260 SE 051 072

McFadden, Charles P.
Canadian University Science Educators—A Profile of the Profession and Recommendations for the Future.

Pub Date—Oct 88
Note—8p.

Pub Type—Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Faculty, *Faculty Development, *Faculty Organizations, *Faculty Recruitment, *Faculty Workload, Foreign Countries, *Graduate Study, Higher Education, Professional Training, Science Education, *Science Teachers

Identifiers—*Canada

This paper provides three recommendations for the development of Canadian university science educators, based on the results of a survey of 125 faculty members identified as science educators. The first recommendation is to conduct a survey to ascertain the number of doctoral level graduates and current enrollments in the doctoral programs in science or science education. The second recommendation is to recruit qualified female science teachers into doctoral programs. The last recommendation is to make science educators a subgroup of the Canadian Association for Curriculum Studies (CACS). (YP)

ED 313 261 SE 051 080

Historical Topics for the Mathematics Classroom.
National Council of Teachers of Mathematics, Inc., Reston, Va.

Report No.—ISBN-0-87353-281-3
Pub Date—89
Note—542p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 (\$28.00 less 20% for 10 or more).

Pub Type—Historical Materials (060) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—College Mathematics, Higher Education, *History, *Mathematical Concepts, Mathematical Logic, *Mathematicians, Mathematics Education, *Mathematics Materials, *Science History, Secondary Education, *Secondary School Mathematics

Identifiers—*Mathematics History

The National Council of Teachers of Mathematics (NCTM) has published this updated edition in response to a continuing demand for historical materials to be used in teaching mathematics. This publication was originally issued in 1969 as the "Thirty-first Yearbook." Its primary objective is to make available to mathematics classes important material from the history and development of mathematics, with the hope that the knowledge will increase students' interest in mathematics and its cultural aspects. Additional bibliographic listings cover the proliferation of historical material in the 20 years between 1969 and 1989. Chapters include: (1) "The History of Mathematics as a Teaching Tool"; (2) "The History of Numbers and Numerals"; (3) "The History of Computation"; (4) "The

History of Geometry"; (5) "The History of Algebra"; (6) "The History of Trigonometry"; (7) "The History of the Calculus"; (8) "Development of Modern Mathematics"; and (9) "The Science of Patterns." An appendix, listing "Resources beyond this Yearbook," is appended. (YP)

ED 313 262 SE 051 081

Water Watchers: Water Conservation Curriculum for Junior High School Science and Social Studies Classes.

Massachusetts State Water Resources Authority, Boston.

Pub Date—[89]

Note—43p; For a related document, see SE 051 082.

Available from—Massachusetts Water Resources Authority, Charlestown Navy Yard, 100 First Avenue, Boston, MA 02129 (free while supply lasts). Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Conservation (Environment), Curriculum Guides, *Drinking Water, Environmental Education, *Junior High Schools, Middle Schools, Natural Resources, Science Activities, Science Curriculum, Science Education, *Secondary School Science, *Social Studies, *Water

Water is precious. It is also easy to take for granted. Many people recognize that water is scarce in desert areas, but it is harder to realize that places like Massachusetts could face a shortage of pure drinking water. This guide is designed for seventh and eighth grade science and social studies teacher. The lessons require 5 to 10 class periods. The materials call for active students involvement in classroom and home assignments. Suggestions for involving parents and the community are also included. The guide contains: (1) key concepts and learning objectives for five core lessons; (2) instructions for conducting the five core lessons with copy masters; (3) science and social studies supplements to specific lessons, to expand the core learning experiences in either discipline; (4) lesson extension questions for further investigation; (5) an optional activities section, which includes more ideas for science and social studies and suggestions for special projects; (6) a resource section, which lists the names, addresses, and phone numbers of water related agencies in both public and private sectors, and appropriate films; and (7) a bibliography. (CW)

ED 313 263 SE 051 082

Water Watchers: School Program on Water Conservation for Third and Fourth Grade Levels.

Massachusetts State Water Resources Authority, Boston.

Pub Date—87

Note—30p; For a related document, see SE 051 081.

Available from—Massachusetts Water Resources Authority, Charlestown Navy Yard, 100 First Avenue, Boston, MA 02129 (free while supply lasts). Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Conservation (Environment), Curriculum Guides, *Drinking Water, Elementary Education, *Elementary School Science, Environmental Education, Intermediate Grades, Natural Resources, Science Activities, *Science Curriculum, Science Education, *Social Studies, *Water

Water is precious. It is also easy to take for granted. Many people recognize that water is scarce in desert areas, but it is harder to realize that places like Massachusetts could face a shortage of pure drinking water. This manual provides teachers with curriculum resources to introduce concepts of water supply and water conservation to third and fourth grade students. The lesson units are designed to provide a background in basic environmental principles necessary for students' understanding of where safe drinking water comes from and why it is important to conserve water. This guide contains five lessons, each of which introduces a water concept. Each lesson includes: (1) background information; (2) key concepts; (3) lesson plan objectives, procedures, vocabulary, and tips for teaching; and (4) several hands-on activities. Reproducible student worksheets are included. Additional resources are listed in the back of the guide. (CW)

ED 313 264 SE 051 084

Dunn, Gary A., Comp.

Y.E.S. International Entomology Resource Guide.

Second Edition. Special Publication No. 2.

Young Entomologists Society, Lansing, MI. Inter-

national Headquarters.

Pub Date—Apr 88

Note—75p.

Available from—Young Entomologists' Society, Inc., 1915 Peggy Place, Lansing, MI 48910 (\$4.50, 10% discount for 10 or more copies).

Pub Type—Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors—Biology, Elementary Education, *Entomology, *International Organizations, International Programs, *Resource Materials, Science Clubs, *Science Equipment, *Science Materials, Secondary Education

This resource guide is designed to provide Young Entomologists' Society (Y.E.S.) members and other interested entomologists with information on people and companies that sell entomological equipment, supplies, services, preserved and dried specimens, livestock, books, publications, slides and other visuals, gift or novelty items, and tours/expeditions. There are six separate resource lists within this guide, on: (1) equipment, supplies and services; (2) preserved arthropod specimens; (3) live insects and related arthropods; (4) books, publications, audio-visuals, software, and educational materials; (5) entomological organizations; and (6) insect zoos, butterfly houses, and displays. Complete names and addresses for all companies and individuals from the first four resource lists are given in the "Master List of Names and Addresses" section. Addresses for entomological organizations and insect zoos are given within their respective sections. (YP)

ED 313 265 SE 051 085

Adopt-A-Stream Teacher's Handbook.

Delta Labs, Inc., Rochester, NY.

Pub Date—87

Note—241p.

Available from—Delta Laboratories, Inc., Attention Director, Adopt-A-Stream Program, 34 Elton Street, Rochester, NY 14607 (contact for price).

Pub Type—Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Biology, Chemistry, *Community Programs, *Environmental Education, Natural Resources, *Science Activities, Science Curriculum, Science Education, Science Programs, Secondary Education, *Secondary School Science, Water, *Water Pollution

Identifiers—Adopt A Stream Program
Water pollution is not a recently discovered problem. Humankind's ability to generate pollutants continues to exceed its ability to control them. The Adopt-A-Stream program invites people who care for waterways to take an active role in assuring their well-being. High school groups supported by local co-sponsors agree to evaluate their adopted waterways, report their results, and take any action they feel necessary to improve their lakes, streams, ponds, or wetlands. Discussed in this teachers' guide are: (1) the Adopt-A-Stream program; (2) background information on water pollution in general; (3) safety; (4) sampling techniques; (5) physical parameters to be considered; (6) chemical, biological, and microbiological aspects of stream analysis; and (7) evaluation and reporting guidelines and tips. A bibliography of 24 works on water pollution is included. (CW)

ED 313 266 SE 051 086

Nolting, Paul D.

Winning at Math: Your Guide to Learning Mathematics the Quick & Easy Way.

Report No.—ISBN-0-940287-08-0

Pub Date—88

Note—208p; Award winning math book for excellence, Florida Publishers Group.

Available from—Academic Success Press, Inc., 1620 S. Federal Highway, Suite 900, Pompano Beach, FL 33062 (\$12.95, contact for quantity prices).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—*College Mathematics, Higher Education, *Learning Strategies, *Mathematics Anxiety, Mathematics Education, Mathematics Instruction, *Mathematics Materials, *Mathematics Skills, Mathematics Tests, *Skill Development, Study Skills

College students having a poor high school mathematics background or returning to school after many years may want concrete tips and procedures to help them improve their grades in mathematics.

This book provides those tips and procedures proven effective in improving a student's ability to learn mathematics and take tests. Pre-test study skills evaluation is provided. Chapters include: (1) "Understanding the Special Study Requirements for Mathematics"; (2) "Identifying Your Positive and Negative Mathematics Achievement Characteristics"; (3) "Learning How to Reduce Mathematics Test Anxiety"; (4) "Developing Effective Study Management Skills"; (5) "Improving Listening and Note-Taking Skills"; (6) "Improving Reading and Homework Techniques"; (7) "Creating a Positive Study Environment"; (8) "Learning Critical Memory Techniques"; (9) "Improving Mathematics Test-Taking Skills"; and (10) "Taking Control Over Mathematics." The appendices include some practical suggestions for studying mathematics and taking examinations. (YP)

ED 313 267 SE 051 103

Hessler, Edward W., Stubbs, Harriett S.

Acid Rain: Science Projects.

Acid Rain Foundation, Raleigh, NC.

Report No.—ISBN-0-935577-09-2

Pub Date—87

Note—22p.

Available from—The Acid Rain Foundation, 1410 Varsity Drive, Raleigh, NC 27606 (\$9.95).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—*Acid Rain, Air Pollution, Chemistry, *Environmental Education, Laboratory Procedures, Middle Schools, *Science Activities, Science Education, *Science Fairs, *Secondary School Science, Water Pollution

Too often science seems to be a matter of studying from books and responding to questions raised by teachers about the information either in the classroom or on examinations. Such a view of science misses its importance as a way of thinking, doing, and preparing for citizenship roles. The problems and activities included in this volume are designed to emphasize the basic ingredients of science and to relate procedures and activities to the real world. Topics discussed or investigated in this guide include: (1) researching information; (2) acids and bases; (3) monitoring precipitation; (4) plant responses to acids; (5) effects of acid rain on microorganisms; (6) effects on physical materials; (7) taking action; and (8) evaluation. Projects dealing with acid rain problems are suggested for both younger and older students. A list of 13 information sources and a content outline on acid deposition are included. (CW)

SO

ED 313 268

SO 018 637

Gagnon, Paul

Democracy's Untold Story: What World History Textbooks Neglect.

American Federation of Teachers, Washington, D.C.; Columbia Univ., New York, N.Y. Teachers College; Freedom House, Inc., New York, N.Y.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Adult Education; Department of Education, Washington, DC.

Pub Date—87

Note—133p; For related documents, see SO 019 821, SO 020 352, and EJ 357 591. Prepared in conjunction with the Education for Democracy Project.

Available from—Education for Democracy Project, American Federation of Teachers, 555 New Jersey Ave., NW, Washington, DC 20001 (\$4.98).

Pub Type—Books (010) — Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Content Analysis, *Democracy, *Democratic Values, High Schools, Instructional Materials, Social Studies, *Textbook Content, Textbook Evaluation, *World History

Content weakness in textbooks is a major obstacle to effective social studies teaching. Chapters 1-3 of this book provide the Education for Democracy Project's Statement of Principles, a consideration of history's role as the core of social studies education, and the role of textbooks in teaching world history. Chapters 4-14 examine five selected world history textbooks in terms of included information about and treatment of: (1) the purpose of history instruction; (2) the Greek legacy; (3) Rome's fall and legacy; (4) Judaism's and Christianity's basic ideas; (5) the Middle Ages as a source of representative gov-

ernment; (6) the 17th century English Parliament; (7) ideas from the Enlightenment; (8) the American and French Revolutions; (9) major ideas of the 19th century; (10) nation-states, nationalism, and imperialism; (11) World War I; (12) totalitarianism; (13) U.S. foreign policy; and (14) democracy in the world since 1945. This book concludes that these world history textbooks tend to neglect democracy's ideas, principles, origins, needs, and significance and that, when included, these concepts are not systematically presented. Teachers may not be able to rely on world history textbooks to convey and teach the concepts of struggles for freedom, self-government, and justice. (JHP)

ED 313 269 SO 019 139

Carrier, James G.
Education and Society in a Manus Village. ERU
Report No. 47.

Papua New Guinea Univ., Port Moresby. Educational Research Unit.

Pub Date—May 84

Note—119p.

Available from—Educational Research Unit, Box 320 University P.O., University of Papua New Guinea, Papua New Guinea.

Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies. *Cultural Context, Economic Factors, Educational Anthropology, *Educational Environment, *Educational Sociology, Elementary Secondary Education, Foreign Countries, *School Community Relationship, Schools, Social Influences, Socioeconomic Background, *Socioeconomic Influences
Identifiers—*Papua New Guinea

This report uses the case of Ponam Island to show the sorts of social and economic factors that have influenced one village's response to schooling. These factors appear to have been important in affecting the relative success of educational programs in Ponam. Findings suggest that researchers and policy makers concerned with education need to pay attention to the ways villagers respond to formal education. The first section constitutes a discussion of the changes in the economic position of Ponam Island, and Manus more generally, brought about by colonization and the current economic position of Ponam itself. It is shown that important influences on Ponam's relationship to schooling are broad social and economic forces. In the second section, the author looks at the beliefs, practices, and values of Ponam society and the ways these shape and reflect islanders' response to education. Islanders see no conflict of importance between the reasons for success in school and the reasons for success in village life. Ponam's use of the sorts of practical knowledge and skills which might be taught in a more vocationally oriented curriculum shows that in attempts at village improvement or development through education, consideration needs to be given not just to the sorts of skills that villagers would have to acquire to improve their lives, but also to the social factors affecting the use of those skills. A 69-item bibliography is included. (JB)

ED 313 270 SO 019 746

Patrick, John J.
Schools and Civic Values. ERIC Trends/Issues
Paper No. 2.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 88

Contract—R188062009

Note—21p.; Also presented to the international conference on "The Development of Civic Responsibility Among Youth" (Urbino, Italy, October 8-15, 1988) under the title "The Effects of School and Society on Civic Values and Behavior of American Youth."

Available from—Publications Manager, Social Studies Development Center, Indiana University, 2805 East Tenth St., Bloomington, IN 47408 (\$3.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitudes, *Citizenship Education, *Citizenship Responsibility, Community Responsibility, Elementary Secondary Education, *Schools, Social Agencies, *Values Education,

Youth

Identifiers—Society

In this paper, the questions of whether or not the transmission of common civic values and commitments to society should be a major goal of U.S. schools is considered. The effects of classroom, school, and society on civic values and attitudes are addressed in terms of: (1) the curriculum and classroom instruction; (2) school structures and climates; and (3) teaching and learning. The paper concludes that: (1) civic education in schools should emphasize constitutional democracy's core values; (2) U.S. citizens tend to be disappointed in the lack of responsible citizenship exemplified by the nation's youth; (3) interested persons tend to debate how the schools, in concert with other social agencies, can affect U.S. youths' character and citizenship education; and (4) U.S. citizens agree that education for responsible citizenship can be improved through an increased focus on school and societal agents. Thirty-four footnotes and a selective bibliography of ERIC resources is included. (JHP)

ED 313 271 SO 019 821

Education for Democracy: A Statement of Principles. Guidelines for Strengthening the Teaching of Democratic Values.

American Federation of Teachers, Washington, D.C.; Columbia Univ., New York, N.Y. Teachers College.; Freedom House, Inc., New York, N.Y. Spons Agency—California State Dept. of Education, Sacramento.; Department of Education, Washington, DC.

Pub Date—87

Note—24p.; For related document, see SO 018 637. Prepared in conjunction with the Education for Democracy Project.

Available from—Education for Democracy Project, American Federation of Teachers, 555 New Jersey Ave., Washington, DC 20001 (first copy free; additional copies, \$2.50 each).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, *Democratic Values, Elementary Secondary Education, *Guidelines, History Instruction, Humanities Instruction, Instructional Development, *Instructional Improvement, Social Studies, Values Education

Identifiers—*Principles Approach

Based on the premise that democracy's values will not survive if they are not purposefully transmitted to successive generations, this booklet proposes that U.S. schools increase efforts to improve citizenship education. The featured issues are: (1) the reasons improvements are needed; (2) what citizens need to know; and (3) the role of humanities and history instruction as the core of democratic education. The booklet concludes that there is a need for: (1) the teaching of a more demanding social studies curriculum; (2) a reordering of curricula around history and geography; (3) the use of enhanced imagination in history instruction; (4) increasing global studies; and (5) offering more humanities instruction, especially in literature, ideas, and biography. A major curriculum reform effort will require more effective textbooks and resource materials, collaboration between schools and universities, and new approaches to teacher education. (JHP)

ED 313 272 SO 020 031

Carlson, Helen L. Orwell, Maureen
Using Primary Source Materials: A Curriculum Development Process.

Pub Date—20 Nov 88

Note—33p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (68th, Orlando, FL, November 18-21, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Structures, Curriculum Development, Elementary Secondary Education, Historiography, History, *History Instruction, Models, *Primary Sources, Social Studies, *Use Studies

Identifiers—Minnesota, Minnesota Historical Society

This paper on the curriculum development process describes how primary sources may be used to teach history. Three frameworks related to historical understanding are presented: (1) the thinking skills/information processing framework; (2) the cognitive structure framework; and (3) the response theory framework. A curriculum development model is outlined using four stages: (1) the research stage in

which the general historical theme is identified and developed, primary and secondary sources are reviewed, a context is specified, and questions and hypotheses are formulated; (2) the sorting stage in which primary source materials are reviewed, a grade level is chosen, and historical development skills are described; (3) the activity development stage in which primary source materials are adopted and evidence gathering worksheets are developed; and (4) the lesson writing stage in which pupil motivation, lesson objectives, and monitoring and evaluative techniques are reviewed. Three studies describing the curriculum process are provided. Using the theme of lives of children and families at the turn of the century, the studies include: "Family Life in Cloquet, Minnesota, 1900-1910"; "Urban Fringe Farm Families, 1860-1900"; and "The Messages in Women's Magazine Ads, 1897-1910." A 40-item bibliography is included. (CT)

ED 313 273 SO 020 104

Bausum, Henry S., Ed.
Teaching History Today.
American Historical Association, Washington, D.C.

Report No.—ISBN-0-87229-034-4

Pub Date—85

Note—129p.; A selection of articles from the column "Teaching History Today," published in the Newsletter of the American Historical Association, 1974-1984.

Available from—American Historical Association, 400 A Street, SE, Washington, DC 20003 (\$6.00).

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Environmental Education, Film Study, Historiography, *History, *History Instruction, Library Role, Oral History, Postsecondary Education, Primary Sources, Social Studies, Womens Studies
Identifiers—American Historical Association

The 14 articles included in this collection touch on several aspects of the teaching of history. The articles are: (1) "Observations on University Teaching and Research" (N. Graebner); (2) "Teaching History: A Changing Clientele and an Affirmation of Goals" (E. Burns); (3) "History for Citizens" (W. McNeill); (4) "Reflections on the History of Western Civilization: An Unblushing Apology, or Perhaps a Love Letter" (E. Edson); (5) "The Social Function of History" (H. Bausum); (6) "From History to Social Studies" (L. Stephens); (7) "Film Study and the History Classroom" (J. O'Connor); (8) "Using Primary Sources in Teaching Social History" (P. Breyer); (9) "To Begin With... Exercises in Historiography" (J. Klein); (10) "Doing Oral History: The Yountville Project" (J. Barnhart); (11) "New Perspectives on Using the Library in History Teaching" (E. Reitan); (12) "Teaching Women's History" (G. Lerner); (13) "Problems of Definition in Environmental History" (T. Tate); and (14) "Illusions" (M. Marty). The selections are followed by notes on the contributors and an appendix that lists all of the "Teaching History Today" columns published between September 1974 and May 1984. (CT)

ED 313 274 SO 020 105

Reilly, Kevin, Ed.
The Introductory History Course: Six Models. Proceedings of the AHA Annapolis Conference on the Introductory History Course (Annapolis, Maryland, September 28-30, 1980).

American Historical Association, Washington, D.C.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—84

Note—169p.

Available from—American Historical Association, 400 A Street, SE, Washington, DC 20003 (\$6.00).

Pub Type—Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052) — Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Core Curriculum, *Course Content, Course Descriptions, *Course Organization, European History, Higher Education, *History Instruction, *Introductory Courses, United States History, World History

Identifiers—*American Historical Association

This book contains portions of six model higher education introductory history courses designed

and presented by experienced classroom instructors to the 1980 conference of the American Historical Association (AHA). After the presentations, the models were reviewed and critiqued. The models presented were: (1) "Toward Two-Sex History: A Model for the European Survey Course from the Renaissance to the French Revolution" (presented by C. Lougee and critiqued by S. Cooper); (2) "Restructuring the American Survey: A Focus Group Model" (presented by J. Lorence and critiqued by C. Hollister); (3) "Presenting History as a Policy Tool: An Introductory Variant for Preprofessional Students" (P. Stearns); (4) "Reading History: An Historical Classic as the Basis for an Introductory Course" (presented by J. Halsted and critiqued by M. Levitch); (5) "Introductory History as Topical Inquiry: The West and the World" (presented by K. Reilly and critiqued by D. Warshaw); and (6) "Introduction to Modern Urban Civilization through a Cultural History of New York City" (W. Taylor). The book ends with a discussion by participants summarizing the major themes and issues, and a conclusion by the AHA's former Teaching Division Vice-President, Warren Susman. (CT)

ED 313 275 SO 020 171
Social Studies Grades 1-3: Teacher Resource Manual.

Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
 Report No.—ISBN-0-7732-0103-3
 Pub Date—89

Note—319p. Some photographs may not reproduce well. The majority of this document is printed on colored paper.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Citizenship Education, *Critical Thinking, Curriculum Design, Decision Making, Elementary School Curriculum, Foreign Countries, Grade 1, Grade 2, Grade 3, Instructional Materials, Lesson Plans, Primary Education, Problem Solving, Resource Materials, Resource Units, *Social Studies
 Identifiers—*Alberta

This teacher resource manual focuses on the Alberta, Canada social studies curriculum for grades one through three. The manual has five main sections. (1) "Introduction to the Program" discusses the program goals and objectives. The importance of problem solving and decision making skills are stressed, and strategies are discussed for teaching these skills with in the social studies context. Content of the social studies curriculum is also covered in this section. (2) "Planning for Instruction" provides a developmental framework, discusses learning styles, and includes many charts to assist the teacher in yearly and unit planning. (3) "Strategies and Activities" offers ideas that might be utilized by teachers for planning and teaching. Examples of the activities covered are group work, learning centers, role playing, interviews and field studies. (4) "Evaluation" discusses various ways to evaluate how well the teaching objectives are being met. Sample checklists, student self-evaluation forms, questionnaires, and tests are provided. (5) "Sample Units" contains a sequential series of lessons, exemplifying one way to teach a topic. A sample unit is provided for each of three topics in grades one through three. Grade one topics are my school, my family, and other Canadian families. Grade two topics are people nearby, people in Canada, and people in the world. Grade three topics are Alberta's geography and people, Alberta's people in history, and a comparative study between Alberta and Quebec. An appendix provides the policy of the Alberta Department of Education on controversial issues in the classroom. (CT)

ED 313 276 SO 020 195
Patrick, John J.

"The Federalist" in the Curriculum.
 National Trust for Historic Preservation, Washington, D.C.
 Spons Agency—Department of Education, Washington, DC.
 Pub Date—29 Jun 89

Note—27p. Paper presented at the Master Class for Teachers Program on James Madison and "The Federalist Papers" (Orange, VA, June 20-30, 1989). For related documents, see ED 280 764, ED 292 740, ED 258 891, and SO 020 547.
 Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Citizenship Education, *Constitutional History, *Curriculum Enrichment, *Democratic Values, Educational Principles, Secondary Education, *Social Studies, *Textbook Content, United States Government (Course), United States History

Identifiers—*Federalist Papers, Founding Fathers of the United States, *Madison (James), United States Constitution

"The Federalist Papers," a collection of 85 essays on the principles of republican government written to support the ratification of the Constitution of 1787, has been praised as an outstanding work by individuals ranging from such founding fathers as Thomas Jefferson and George Washington to contemporary scholars in history and government. Some basic constitutional concepts treated in "The Federalist" include: (1) majority rule with minority rights; (2) public order with private rights; and (3) national sovereignty with states' rights. Yet this classic work is only mentioned briefly, if at all, in high school textbooks. While it is possible that teachers may feel the central ideas of "The Federalist" are no longer applicable in contemporary classrooms or curricula or that the rhetoric is too difficult for the average student to comprehend, a credible case for the inclusion of these essays can be made. The reasons for making such a case are: (1) the essays are the keys to knowledge of constitutional government and citizenship in the United States; (2) "The Federalist Papers" reflect core values in the civic culture; and (3) these papers are directly connected to the curriculum of history, government, and civics. Strategies that could be used to introduce these materials into the curriculum are: (1) document based teaching and learning; (2) issue based teaching and learning; and (3) course-wide infusion of content. Education for constitutional democracy should not be viewed as an ideological exercise, but as an extension to each new generation of citizens of the challenge confronted by James Madison and others of the founding period. (PPB)

ED 313 277 SO 020 249
Cook, Stuart W.

Extending the Equality Principle to Victims of Social Injustice.

Pub Date—16 Aug 88
 Note—16p. Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
 Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Behavior Change, Change Strategies, Civil Liberties, Ethnic Bias, Ethnic Relations, *Justice, Psychology, Racial Bias, Racial Relations, *Social Attitudes, Values
 Research on justice has taken many directions. What people see as just and unjust, how they react to perceived injustice, and what principles of justice are preferred in different contexts are some of the questions that have been posed in the literature. Less time has been spent on the related questions of whether people change over time in these respects and, if they do, whether researchers can discover the nature of the experiences that bring such changes to pass. When considering social justice, the beliefs that participants have about one another's group attributes often modify what otherwise might be seen as fair or unfair. This study summarizes the findings of studies that examined the effects of personal association among members of dominant and subordinate groups on beliefs about discriminatory social policies. Two studies focused on the attitudes of white tenants who shared federally funded apartment buildings with blacks. Two laboratory experiments examined the attitudes of whites thrown together with blacks in a working situation in which they shared equal responsibility. It appears that the more one is identified with others in an ingroup sense, the more one is likely to behave toward others in ways consistent with the equality principle of distributive justice. Changing negative stereotypes toward subordinate groups could also have a positive effect in terms of modifying the justification of biased applications of justice. A 13-item bibliography is included. (JB)

ED 313 278 SO 020 251
Hlew, Chok C.

Developing Innovative Strategies for Primary Prevention in the Third World.

Pub Date—25 Aug 88
 Note—9p. Paper presented at the Annual Meeting of the International Council of Psychologists (46th, Singapore, August 21-25, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), *Developing Nations, Foreign Countries, Health Education, *Health Promotion, Health Services, *High Risk Persons, Illiteracy, *Mental Health, Prevention, Psychological Needs, Psychological Services, *Psychology, Public Health, *Stress Management, Well Being

Primary prevention refers to activities directed to high-risk groups, within a community not yet labeled as psychiatrically ill. These activities have the purpose of preventing the onset of emotional disturbance and enhancing the level of mental health. In general, whatever contributes to human stress in a community so that the individual or group is unable to cope can lead to poor psychological health and physical disorders and must be eliminated or reduced if health is to be promoted. The strategies for achieving the goals of primary prevention are two-fold: (1) strengthening individual competencies and/or decreasing individual vulnerabilities; and (2) promoting and strengthening community competencies and resources to modify or eliminate environmental and social stress. Groups frequently at risk in developing nations are women, migrants, and urban dwellers in a society undergoing industrialization. Their problems include illiteracy, lack of occupational skills, isolation, and inexperience with city life, problems which can cause a host of health problems. Prevention programs should be primarily educational and based on assessed needs of the targeted group. Planners need to seek the interest and cooperation of various community agencies for collaboration on formulating objectives, designing health promotion activities, and funding and implementing programs. Prevention programs are more likely to be successful when practitioners pool their resources with public as well as nongovernment organizations. (JB)

ED 313 279 SO 020 253
Stephens, Lester And Others

Social Science Review: Consultants' Report and Recommendations.

State Univ. System of Florida, Tallahassee.
 Pub Date—Jun 88

Note—242p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Anthropology, Curriculum Evaluation, *Demography, Educational Assessment, Higher Education, *History, Institutional Research, Program Descriptions, *Program Evaluation, *Social Sciences, *Sociology

Identifiers—*State University System of Florida
 A group of consultants conducted a program review to evaluate the quality of social science programs in the state university system of Florida and made recommendations for improvements within the existing resource base and about program needs should new resources become available. An overview of social sciences in the system is followed by sections on anthropology, history, and sociology. In these sections, an overview of the statewide system is followed by an examination of individual programs in the specific disciplines at each of the state's universities. The program assessment is followed by a section on general interdisciplinary social science programs at some of the universities and a discussion of a master's degree program in demography at Florida State and a proposed doctorate in applied social science at Florida A & M. An examination is made of the undergraduate and graduate experience and the faculty, and concerns are noted in each area. Recommendations are made for the statewide system and for each individual program. Seven appendices contain information on the consultants, a list of five statewide issues, an academic degree program inventory, and a staff analysis that highlights the central issues in the social sciences in the state university system of Florida and includes recommendations to the state board of regents and each university. (JB)

ED 313 280 SO 020 254
Lineberry, Robert L.

Consultants' Report of Political Science Programs in the State University System of Florida.

State Univ. System of Florida, Tallahassee.
 Pub Date—Aug 88

Note—127p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Curriculum Evaluation, Educational

Assessment, Higher Education, Institutional Research, *Political Science, Program Descriptions, *Program Evaluation

Identifiers—*State University System of Florida

A group of external consultants conducted a review of the political science programs at the institutions within the state university system of Florida and made recommendations based on their findings. Their research focused on three questions: (1) How well does the department integrate itself into the university's mission? (2) How well does the department's research mission both reflect and lead research within the discipline? (3) How effective is the department's teaching program, including the graduate and undergraduate curriculum, the student advising procedures, student morale, student success rate, and cooperation with other teaching activities of the university? Systemwide overviews are provided in the areas of graduate education, undergraduate education, faculties, facilities, and support services. Recommendations are made concerning staffing, departmental organization, curriculum, faculty development, and mission. An examination of individual schools is also presented with specific recommendations for each. Six appendices contain information on the consultants and coordinators, tables detailing degrees offered and degree productivity, and site visit schedules. (JB)

ED 313 281 SO 020 255

Sosa, Ernest And Others

Philosophy and Religious Studies Program Review.

State Univ. System of Florida, Tallahassee.

Pub Date—May 89

Note—128p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Curriculum Evaluation, Educational Assessment, Higher Education, Institutional Research, *Philosophy, Program Descriptions, *Program Evaluation, *Religion

Identifiers—*State University System of Florida

An initial review of philosophy and religious studies programs in the state university system of Florida was conducted in 1983-84. This is a report of the five year follow-up review conducted to assess the progress made in response to the original recommendations and to report on current program status. A systemwide overview with recommendations is followed by an examination of the philosophy and religious studies programs at individual institutions within the system. Recommendations are made for each institution regarding faculty size and development, curriculum, facilities, graduate student stipends, and program and curriculum development. Six appendices contain information on the consultants, participants, and coordinators, recommendations for the state board of regents action, a description of the discipline from the 1983-84 program review, and a statement on the role of philosophy and religion in the university system. (JB)

ED 313 282 SO 020 256

Armstrong, Paul F.

Qualitative Strategies in Social and Educational Research: The Life History Method in Theory and Practice. Newland Papers, Number Fourteen.

Hull Univ. (England). School of Adult and Continuing Education.

Report No.—ISBN-0-85959-096-2

Pub Date—87

Note—172p.; Revised and enlarged version of Newland Paper No. 7.

Pub Type—Reports - Research (143) — Books (010)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Biographies, Case Studies, Data Collection, *Educational Research, Ethnography, Foreign Countries, Interviews, Oral History, *Qualitative Research, *Research Methodology, Research Problems, Resource Materials, *Social Science Research

Identifiers—*Life History Method

Already a standard technique in anthropology, the life history method is widely used in the development of oral and local history, and within educational and social science research the method is growing in popularity. This is in large part due to the growing respectability of qualitative research in general. Part I of this paper explains the life history method and points out its practical value as well as some of its pitfalls and difficulties. In order to demonstrate its diverse applications, four examples of research using this method are presented. The range

of strategies employed in data collection, techniques of data analysis, and the value of this approach is expressed as the researchers' reasons for choosing this investigative method. The theoretical roots of the approach are oriented toward the perspective within social theory known as symbolic interactionism. Part II focuses on actual life history research techniques. Guidelines are provided followed by an actual example of research conducted by the author. An appendix lists some practical notes intended to aid anyone wishing to carry out life history research. Part III contains a 188-item annotated and cross-referenced bibliography, divided by subject, of social and educational research studies that have made use of the life history method. (JB)

ED 313 283 SO 020 258

Bartlett, Leo

A Question of Good Judgment: Interpretation Theory and Qualitative Enquiry.

Pub Date—31 Mar 89

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 27-31, 1989).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Case Records, *Case Studies, Data Interpretation, *Educational Research, Interviews, *Qualitative Research, *Research Methodology

Identifiers—Ricoeur (Paul), Stenhouse (Lawrence)

The rush to do qualitative enquiry in education in the past decade has spawned a variety of methodologies and non-methodologies. The desire for absolute rules and lawlike procedures lingers and the current search is for certain rather than good judgments about educational phenomena. A methodology described as "quasi-historical" is selected as one that is most likely to result in "good judgments" in educational enquiry. Lawrence Stenhouse's approach to the quasi-historical method scrutinizes critical educational phenomena (evidence derived principally from interview) using a process of intersubjective judgment of the evidence. Interpretations are refined and the "truth" found in case records is made explicit. The methodology makes no pretension to comprehensiveness but aims to connect the understanding of action to distinctively social levels of explanation. The three phases of the interpretive process are: (1) understanding as guessing; (2) explanation as reconstruction of "knowledgeability" in institutions; and (3) comprehension (depth interpretation) as reconstruction of structural elements. A reference list of 45 sources is included. (PPB)

ED 313 284 SO 020 262

Grigby, Jill S.

Paths for Future Population Aging.

Pub Date—22 Nov 88

Note—28p.; Revision of paper presented at the Annual Meeting of the Gerontological Society of America (41st, San Francisco, CA, November 18-22, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age, *Age Groups, *Birth Rate, Foreign Countries, Futures (of Society), *Migration, *Mortality Rate, Population Growth, *Population Trends, Prediction

Identifiers—Brazil, Korea, Nigeria, *Population

Agings, West Germany

Population aging refers to an entire age structure becoming older. The age structure of a population is the result of three basic processes: fertility, mortality, and migration. Age structures reflect both past effects and current patterns of these processes. At the town, city, or regional level, migration becomes an important factor in raising the age level of the population, but in general the age structure of countries is more dependent on fertility and mortality. High fertility and high mortality ultimately produce a young population, while low fertility and low mortality in the long run produce an older population. A shift from high fertility and mortality to low fertility and mortality has accompanied industrialization in the developed world. Typically, mortality among the youngest age group declines first, resulting in a younger population. The population aging process begins when fertility declines. As mortality declines among the older age groups, the population ages further. It takes some time for the population to reach a stable age structure reflecting low fertility and mortality. Population aging around the world is

inevitable for the 21st century. The demographic transition will require adjustment from social institutions. Four countries that exemplified the four stages of aging in 1985 are discussed (Nigeria, Brazil, Korea, and West Germany). Fifteen charts, graphs, and tables are provided to illustrate various aspects of this population aging process. A 9-item bibliography is included. (JB)

ED 313 285 SO 020 274

Szrutzick, Mirko, Ed.

Moral and Civic Education and Teaching about Religion. Handbook on the Legal Rights and Responsibilities of School Personnel and Students.

California State Dept. of Education, Sacramento. Report No.—ISBN-0-8011-0762-8

Pub Date—88

Note—63p.

Available from—Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.25).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship, *Citizenship Education, Civics, Codes of Ethics, Elementary Secondary Education, English Instruction, *Ethical Instruction, *Ethics, History Instruction, Language Arts, Moral Development, Moral Values, Religion, *Religious Education, *School Responsibility, School Role, Social Sciences, Student Behavior, Teacher Responsibility

Identifiers—*California, Religion Studies

Adopted by the California State Board of Education on June 10, 1988, this handbook outlines the legal rights and responsibilities that school personnel have and their educational responsibilities in such areas as morality, democratic values, and religion in the schools. Section I, "Moral Values and Public Education," addresses the issues of morality, truth, justice, patriotism, self-esteem, and values. Section II, "Instruction on the Rights and Responsibilities of Citizenship," includes the code of ethics for the teaching profession, a discussion of democratic values and principles, the rules for student conduct, and the important elements of a constitutional democracy. Section III, "Teaching about Religion in the Public Schools," cites the legal rights and responsibilities that school personnel have for teaching about religion and offers suggestions for subject matter content and guidelines. Section IV, "Morals, Values, and Teaching about Religion in Recently Adopted Curriculum Frameworks," opens with suggested guidelines for including ethical issues in the curriculum. It includes a description about how the "California History-Social Science Framework" and the "English-Language Arts Framework" address moral and civic education and teaching about religion. A list of 39 publications from the California State Department of Education concludes the document. (JB)

ED 313 286 SO 020 278

English, John C.

World History and the Humanities.

Pub Date—21 Apr 89

Note—21p.; Paper presented at the Biannual Conference of the National Association for Humanities Education (Kansas City, MO, April 20-22, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Instruction, Comparative Analysis, *Course Content, *Course Evaluation, Cultural Context, Higher Education, *Humanities Instruction, Postsecondary Education, *Social History, Sociocultural Patterns, *Western Civilization, *World History

Courses in western or world civilization are sometimes required of college undergraduates in the United States. Many teachers depend on a standard textbook to teach these courses. If these texts are examined, certain patterns begin to emerge. The typical world civilization text and course devote the greater part of their space to the western experience; this may create false impressions. Many texts use the metaphor of growth or development, but doing so may obscure more than it clarifies. The emphasis on politics and government, especially elite politics, distorts an understanding of the ways in which people actually live and how their social institutions operate. World civilization courses and texts should

truly represent "world" history, with more attention given to non-western societies. Consideration must be given to the underclasses as well as the elite, and to the castes or ethnic communities within any given society. There should also be a focus on universal human problems such as how people make a living, how they nurture and educate their young, how they regulate sexual relationships, how they maintain order, and how they worship. Finally, world civilization should be a course in comparative history in which societies from various times and places are compared and contrasted in relation to universal human problems. A list of the 20 western and world civilization texts examined is included. (JB)

ED 313 287 SO 020 279
National Collegiate Software Clearinghouse Software for the Humanities and Social Sciences. Summer 1989 Catalog.

National Collegiate Software Clearinghouse, Durham, NC.

Pub Date—89

Note—55p.

Available from—National Collegiate Software Clearinghouse, Duke University Press, 6697 College Station, Durham, NC 27706 (Free).

Pub Type—Reference Materials—Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Anthropology, Art, Business, Cartography, Computer Assisted Instruction, Computer Graphics, Computer Simulation, *Computer Software, Economics, English, Geography, History, *Humanities, Instructional Materials, Philosophy, Political Science, Postsecondary Education, Psychology, Religion, Research Tools, Resource Materials, Second Language Learning, *Social Sciences, Sociology

Over 250 microcomputer software packages, intended for use on MS-DOS machines by scholars and teachers in the humanities and social sciences, are included in this catalog. The clearinghouse's first Macintosh listing is included, with many more Macintosh programs and data sets being planned and tested for future inclusion. Most programs were written by scholars and instructors with the special needs of academic research or computer-assisted instruction in mind. The software listings are divided as to subject: anthropology, Apple II Humanities Library, Apple II Social Science Library, Apple II Statistics Library, art and graphics, data sets, economics and business, education and authoring systems, English, foreign language, geography and mapping, general interest, history, management programs, philosophy and religion, political science, psychology, research methodology and surveys, sociology, and statistical packages and expert systems. Short annotations are given for each product and a price list is included. Sample screens are illustrated for some programs. Appendices have sample peer review boards interest, literature distribution, and order forms; and a product index. (JB)

ED 313 288 SO 020 283

Ornston, Randy. Ed.

One Earth: Why Care? Red Cross Youth International Development Resource Package.

Canadian Red Cross Society, Toronto (Ontario). Spons Agency—British Columbia Dept. of Education, Victoria; British Columbia Ministry of Agriculture, Vancouver; Canadian International Development Agency, Ottawa (Ontario).

Report No.—ISBN-0-920854-00-1

Pub Date—79

Note—132p; Revision of 1977 edition.

Pub Type—Guides—Classroom—Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship Education, Class Activities, Curriculum Enrichment, Developing Nations, Ecology, Elementary Secondary Education, Foreign Countries, *Global Approach, *Hunger, International Cooperation, Learning Activities, Nutrition, Overpopulation, *Poverty, Social Sciences, World Affairs, *World Problems
Identifiers—British Columbia

To examine the cultural characteristics of a society without exploring the human condition of that society and how it relates to all as citizens on this planet is to ignore the realities of today. Most Canadians see global problems as massive and overwhelming. Some are uninformed and others are misinformed. As a result, gross misconceptions have developed that are popular and are used by many as a reason for not meeting their responsibilities as

citizens of the world. Canadians should know the fallacies behind popular misconceptions and they should be prepared to make intelligent decisions about the global problems for which they soon will assume responsibility. This resource package was developed toward that end. Seven independent, nonsequential units involving popular misconceptions, are presented. Some of the unit titles are: (1) "Why don't they stop having babies?"; (2) "They're poor because they're lazy"; and (3) "Why don't they find a better place to live?" Each unit has a theme poster for discussion. The right hand pages of the package were designed for student use and can be duplicated while the left-hand pages provide additional information for teachers. The units were designed for teachers to extract selected portions for independent use. A preliminary survey is included that should reveal which misconceptions are most popular in a given classroom. Four world maps and a list of 12 films dealing with world problems are included, and three additional sources of resource material (a world data chart and a chart of food nutrient values) are appended. (JB)

ED 313 289 SO 020 287

Grove, Cornelius

Orientation Handbook for Youth Exchange Programs.

AFS International/Intercultural Programs, Inc., New York, N.Y.

Report No.—ISBN-0-933662-76-9

Pub Date—89

Note—285p.

Available from—Intercultural Press, P.O. Box 768, Yarmouth, ME 04096 (\$19.95 plus shipping).

Pub Type—Books (010)—Guides—General (050)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Adjustment (to Environment), Coping, Cultural Exchange, Culture, Culture Contact, *Family (Sociological Unit), Foreign Students, *Intercultural Communication, Intercultural Programs, *International Educational Exchange, *Orientation, Orientation Materials, Resource Materials, *Student Exchange Programs
Identifiers—*American Field Service, Host Families

Designed for the large corps of professionals and volunteers who work in the growing number of organizations and programs involved in international educational exchange, this book provides two important resources: (1) a comprehensive analysis of the dynamics of the youth exchange experience and the factors that come into play when providing the participants with effective orientation; and (2) a set of carefully selected materials that may be applied to the orientation of each of the principal groups involved (the participants, their natural families, and their host families) at each stage of the exchange process (predeparture, during sojourn, and post-return). The 26 resources found in this handbook are drawn from a series of orientation handbooks that have been compiled and published by the American Field Service (AFS) International/Intercultural Programs between 1981 and 1987, and represent the best ideas and orientation exercises generated by that organization. An annotated bibliography concludes the document. It is divided into five sections: (1) trainers' materials (10 items), (2) sojourners' and hosts' materials (6 items), (3) focused background readings (21 items), (4) general background readings (35 items), and (5) other bibliographies (7 items). (JB)

ED 313 290 SO 020 292

Patrick, John J.

Human Rights in Education for Citizenship.

Spons Agency—Center for Civic Education, Calabasas, CA; Ministry of Public Instruction, Florence (Italy).

Pub Date—17 Sep 89

Note—30p; Paper presented at the International Conference on Constitutional Government and the Development of an Enlightened Citizenry (Los Angeles, CA, September 16-22, 1989).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Citizen Role, *Citizenship Education, *Civics, *Civil Liberties, Constitutional Law, Critical Thinking, Elementary Secondary Education, *Future (of Society), International Education, Values Education

Just as human rights belong equally to all human beings and the role of government is to secure those rights, education in regard to human rights belongs in the core of civic education and the role of that

education is to develop within the student a reasoned commitment to human rights. The writers of human rights documents throughout history have realized that the surest sanctuary for human rights is not in public documents, but in the minds of the people. There are three challenges for civic education about human rights. (1) A challenge of conceptualization exists, i.e., defining human rights, examining, and appraising alternative positions about their meaning. As societies evolve, what citizens perceive as "new" rights and interpretations evolve from "old" rights and interpretations. (2) There is the challenge of analyzing the value conflicts in human rights documents. The paradoxical problem of human rights and freedom, or how to conjoin majority rule and minority rights to create a workable synthesis in an orderly society challenges all citizens to search for acceptable limits on contending forces. (3) The challenge of connecting national and international perspectives in the education of citizens must be faced. Citizens around the globe are more likely today than in the past to challenge violations of human rights both within and outside of their national political systems. Lessons on human rights that include international perspectives should balance human diversity with the fundamental unity of mankind. (PPB)

ED 313 291 SO 020 293

Kelly, Alison

Getting the GIST: A Quantitative Study of the Effects of the Girls Into Science and Technology Project. Manchester Sociology Occasional Papers Number 22.

Manchester Univ. (England). Dept. of Sociology. Spons Agency—Equal Opportunities Commission, Manchester (England).

Report No.—ISBN-0-946180-21-0

Pub Date—Sep 88

Note—108p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Choice, Elementary Secondary Education, *Enrollment, *Females, Foreign Countries, Intervention, *Science Curriculum, *Science Interests, Sciences, Sex Stereotypes, *Student Attitudes, Technology
Identifiers—*England (Manchester), *Girls Into Science and Technology Project

Girls Into Science and Technology (GIST), an action research project that ran from 1979 to 1983, aimed to study the reasons for girls' underachievement in science and technology and to take action to remedy the situation. A cohort of 1,700 young people in ten co-educational comprehensive schools in the Greater Manchester area were followed from the ages of 11 to 17. Interventions were implemented during their first 3 years in eight of the schools (the action schools). This paper presents a detailed statistical analysis of the quantitative data from the GIST project, which explores the differences between pupils from action and control schools. It confirms preliminary results which showed that GIST was most effective in reducing sex stereotypes. The project also had some impact on attitudes to science, but subject choices did not vary substantially between action and control schools. When subgroups were examined, it emerged that GIST was most effective in changing the subject choices and attitudes of middle class and/or academically able girls. The project seemed to have had much less effect on boys. Some of the effects of being in an action school persisted to age 17. Numerous statistical tables and graphs are included. A 62-item annotated bibliography of publications from the GIST Project concludes the document. (JB)

ED 313 292 SO 020 297

Lee, Chong-jue

Social Constructions of Schooling. Research Report No. 142.

Korean Educational Development Inst., Seoul.

Pub Date—84

Note—163p.

Pub Type—Reports—Research (143)—Books (010)—Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Educational Attitudes, Educational Environment, Educational Objectives, Educational Research, Elementary Secondary Education, Foreign Countries, Literature Reviews, Models, *Moral Values, Postsecondary Education, Questionnaires, Research Methodology, *Social Values, Surveys
Identifiers—*South Korea

The major driving force for educational development in Korea is educational behavior and the educational perspectives that underlie it. Chapter 1 of this book looks at the Korean educational system and identifies the patterns of thought concerning education, the values underlying these patterns, and their defining implications for educational development. Chapter 2 provides the theoretical background through an extensive review of the literature. Chapter 3 builds the conceptual model which highlights different patterns of viewing educational characteristics of Korean society using Singleton's conceptual classification and Berger's social construction model. Chapter 4 describes the procedure of constructing a questionnaire according to the model and administering the survey. The findings of the survey are described in chapter 5 and include a profile of the sample population of 850 teachers, 5,040 parents, and 5,560 students, their value orientations, the desired value orientations of education, and an evaluation of school educational systems. Findings indicate that 76 percent of the sample believe that humanism should be more respected than materialism in social development and change. Additionally, 89 percent of parents want their sons to have a university education, while only 70 percent want the same for their daughters. The findings also reveal that the typical public conception of schooling is associated with the humanistic model, rather than the gate-keeper or Confucian models. (PPB)

ED 313 293 SO 020 301

Bergerson, Maida, Ed.
Fait A La Main: A Source Book of Louisiana Crafts.

Louisiana State Dept. of Culture, Recreation and Tourism, Baton Rouge.
Pub Date—88

Note—224p; Supported by the Louisiana Crafts Council.

Available from—Louisiana Heritage Foundation, P.O. Box 44247, Baton Rouge, LA 70804 (\$5.00).

Pub Type—Books (010) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Ceramics, *Craft Workers, Design Crafts, Folk Culture, Furniture, Glass, *Handicrafts, Hand Tools, Metal Working, Musical Instruments, Woodworking
Identifiers—Basket Weaving, Boats, *Louisiana, Quilts, Stained Glass

The Louisiana Crafts Program is an economic development program that strives to stimulate several markets for Louisiana craftsmen. This publication is a directory of juried Louisiana craftsmen of various types; it is intended as a source book for anyone interested in handmade crafts. It is divided into two sections: "Folk Craftsmen" and "Contemporary Revivalist Craftsmen." The folk craftsmen are divided into genres which help the reader understand the craft's significance in the craftsman's culture: (1) domestic crafts, (2) ritual and festive crafts, (3) Indian crafts, (4) folk instruments, (5) rural occupational crafts, (6) traditional boats, and (7) wildfowl carving. Contemporary and revivalist craftsmen are arranged according to materials used: (1) ceramics, (2) fiber, (3) glass, (4) metal, (5) wood, and (6) assorted and mixed media. Each subdivision includes a short introduction that discusses the particular type of craft contained in that subdivision. A photographic sample of each craftsman's work is followed by the craftsman's name and address, a description of his/her work, the size and retail price of the pictured piece, the retail price range of their work in general, and an indication of whether commissions are welcome and if slides or brochures are available. A list of resources (including publications, craft organizations, and arts and humanities councils), a glossary, and a list of the major craft festivals held in Louisiana are included. Several indexes are provided. (JB)

ED 313 294 SO 020 304

Cutting, Jennifer Fleischhauer, Carl
American Folk Music and Folklore Recordings 1987: A Selected List.

Library of Congress, Washington, D.C. American Folklife Center.

Pub Date—88

Note—18p; For related document, see ED 288 787. Photographs may not reproduce clearly.

Available from—American Folklife Center, Library of Congress, Washington, DC 20540 (free).

Pub Type—Reference Materials - Bibliographies (131)

RIE APR 1990

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Discographies, Ethnic Groups, *Folk Culture, *Music Identifiers—*Black Folk Music, *Folk Music

Small companies and organizations produce the greatest number of traditional music recordings, many of which result from field research projects. Although these folk music and folklore recordings elude mainstream distribution networks and seldom appear in record shops and catalogs, they have been instrumental in preserving U.S. heritage and encouraging performers in local communities. The recordings are also valuable resources for students, teachers, and libraries. The 37 recordings in this list, selected by a panel of specialists in U.S. traditional music, were all released in 1987 and are conveniently available to U.S. purchasers. In addition, they all feature cultural traditions found within the United States, emphasize "root traditions" over popular adaptations of traditional material, and include well annotated liner notes or accompanying booklets. The recordings are arranged under four broad headings: (1) Afro-American, (2) Anglo-American, (3) Anthology, and (4) Ethnic and Regional. Annotations are provided for each recording. The document concludes with names and addresses of the publishers of listed recordings, the major mail order distributors of folk recordings, and the names of publications that review this type of recording. (JB)

ED 313 295 SO 020 324

Torney-Purta, Judith
A Research Agenda for the Study of Global/International Education in the United States.

Pub Date—Mar 89

Note—28p; Paper delivered at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 27-31, 1989).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Cognitive Structures, *Educational Development, Elementary Secondary Education, *Global Approach, *International Education, *Research and Development, *Research Projects

Course offerings with an international focus have expanded rapidly in secondary schools in the United States in the last decade, and research is needed to explore how global and international education goals may be achieved. Four models for organizing the research agenda are presented: (1) organization around a study of influences upon global and international education and the contexts in which it takes place; (2) centering around three ideas that are central in the Alliance for Education in Global and International Education (AEGIS) statement of goals—perspective taking, conflict resolution, and perceptions of multiple influences; (3) organization around a model to examine the AEGIS goals related to generalized cognitive abilities; and (4) organization around conceptualizations from cognitive psychology to focus on the cognitive structures specific to the domain of international studies. High quality graduate dissertations have a role to play in carrying forward research agendas such as these. Those who conduct research in this field might consider how to disseminate their findings more widely both to the general public and to those decision makers who have an impact on research policy and funding. The charter and statement of goals and values for AEGIS, two schematic figures, and 28 references are included. (PPB)

ED 313 296 SO 020 325

Elgin, Catherine Z.
The Relativity of Fact and the Objectivity of Value.

Pub Date—80

Note—15p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beliefs, Classification, Ethics, Logic, Philosophy, Stereotypes, *Validity, *Values, *Values Education

The popular stereotypical view of facts as absolute entities and values as relative entities needs to be rejected, for it stifles understanding of both fact and value. The two are inextricably intertwined: the demarcation of facts rests squarely on considerations of values; evaluations are infused with considerations of fact. A category scheme provides the resources for stating various truths and falsehoods and for demarcating conceptual boundaries. But the values that the schemes realize are not always, or only,

the ones people intend to produce. In building a system of thought, people begin with a provisional scaffolding made of the relevant beliefs already held, the aims of the projects already embarked on, and the values they seek to uphold. System building is dialectical. Specific judgments are molded to accepted generalizations, and generalizations to specific judgments. Justification is holistic. Support for a conclusion comes not from a single line of argument, but from a host of considerations of varying degrees of relevance and strength. That which is right relative to one acceptable system may be wrong relative to another. (PPB)

ED 313 297 SO 020 326

McGaw, Barry And Others
Literacy and Numeracy in Victorian Schools: 1988. Report of a Study Commissioned by the Victorian Ministry of Education. ACER Research Monograph No. 34.

Australian Council for Educational Research, Hawthorn.

Report No.—ISBN-0-86431-055-2

Pub Date—89

Note—241p.

Available from—Australian Council for Educational Research, Frederick St., Hawthorn, Victoria 3122, Australia (\$24.95).

Pub Type—Books (010) — Reports - Research (143) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Educational Assessment, Educational Research, *Educational Testing, Elementary Secondary Education, Foreign Countries, Language Tests, *Mathematics Achievement, Mathematics Tests, *Reading Achievement, Reading Skills, Reading Tests, *Student Evaluation, Writing (Composition), *Writing Evaluation, Writing Skills

Identifiers—*Australia (Victoria), *Numeracy

Most of the criticism of Australian schools focuses on students' skills in literacy and numeracy. This study assessed levels of student achievement in Victoria's primary and secondary schools in 1988 in some key areas of literacy and numeracy. This report maps the performances of students in Years 5 and 9 on scales of development in mathematics, reading, and writing. It identifies the proportions of students in these years achieving at or above defined levels of minimum competence and it also provides details of the extent to which higher level skills are developed. In terms of minimum competence, it provides comparisons with levels of achievement of similar students in 1975 and 1980. The study thus provides an assessment of the extent to which Victoria's schools are meeting some of their goals. The data on performance levels in 1988 came from samples of 1,536 Year 5 students from 75 schools and 1,112 Year 9 from 52 schools. By also sampling from Years 4 and 6 and Years 8 and 10 in these schools, samples of 1,421 10-year-olds and 1,028 14-year-olds were obtained to allow estimates of achievements by age as well as by year level in school. The document includes many tables, charts, a 22-item bibliography, and the tests and questionnaires used in the study. (JB)

ED 313 298 SO 020 327

Some Books about Alaska Received in 1988.

Alaska State Dept. of Education, Juneau. Div. of State Libraries.

Pub Date—Apr 89

Note—21p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Area Studies, Bibliographic Records, *Childrens Literature, Fiction, Nonfiction, Reading Materials, Reference Materials, Resource Materials, *State History

Identifiers—*Alaska, *Arctic

This annual bibliography of Alaska- and Arctic-related publications received by the Alaska division of State Libraries is divided into four sections. Twelve items are in the "Juvenile" section, 115 are in the "Adult Nonfiction" section, 17 are in the "Adult Fiction" section, and 8 are in the "Reference" section. Short annotations are given for each item, including publishing information, price, and brief indication of subject matter. (JB)

ED 313 299 SO 020 331

Instructional Strategies Guide: Grade 11, Social Studies. Louisiana Educational Assessment Program (LEAP).

Kamehameha Schools/Bernice Pauahi Bishop Estate, Honolulu, HI. Center for Development in Early Education; Louisiana State Dept. of Education, Baton Rouge.

Pub Date—89

Note—93p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Educational Objectives, *Educational Strategies, *Grade 11, High Schools, Instructional Design, Instructional Development, Secondary School Curriculum, *Social Studies, Teaching Methods, *Test Format

Identifiers—*Vygotsky (Lev S)

This guide has been developed by experienced educators and curriculum specialists to provide Louisiana educators with information regarding assessment strategies used on the Louisiana Educational Assessment Program (LEAP) Grade 11 test (successful completion of which is required for graduation), as well as suggested instructional approaches for enhancing student proficiency in the skill areas covered on the examination. The materials in this guide will be useful in a variety of settings, including regular classes and LEAP-focused review/remedial classes. The guide is organized in a manner that permits flexible use, each section being self-contained to facilitate use by educators who choose to focus on a specific content area. Four skill areas are covered: history of the United States, civics, free enterprise, and social studies. For each skill area a sample item is presented that is representative of the LEAP test area. A description of test questions follows, including format and content, along with the basic characteristics of an item's answer choices. Descriptive information is also provided for the categories of incorrect answer choices. Then the correct and incorrect answer choices for the sample item are identified. Finally, instructional considerations relevant to preparing students for the various skill areas tested on the LEAP examination are described. A list of social studies terms that may be included on the examination is provided. (JB)

ED 313 300

SO 020 337

Drummond, Dorothy W.

The Geography Gap in Teacher Training Programs: A Stumbling Block to Internationalizing Indiana.

Pub Date—5 Oct 89

Note—15p.; Paper delivered at the Indiana Academy of the Social Sciences (Evansville, IN, October 5, 1986).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Geography, *Geography Instruction, Map Skills, *Teacher Education, *Teacher Education Curriculum, Teacher Education Programs, *Teacher Qualifications

Identifiers—*Geographic Literacy, *Indiana

Geographic illiteracy is widespread in Indiana. In seeking a solution, it is necessary first to isolate the problem. It seems that the problem has come about in spite of rather than because of state curriculum guidelines. Geography has a strong role in the social studies curriculum of Indiana at every grade level from first through seventh. The systematic study of geography is weak at the high school level, but there are many courses offered in which geographic concepts can or should be integrated. It is likely that teacher training requirements in Indiana may be encouraging weakness in geography. Under the present licensing requirements, the state does not set down rigid specifications for certification, but instead offers guidelines to be worked out in programs offered by individual teacher training institutions. A survey of teacher training programs at 32 Indiana institutions of higher learning in 1985 indicated the probability that a majority of teachers in Indiana had little or no formal training in geography. It is clear that many teachers today face a curriculum with a heavy emphasis in geography without the foundation skills and understandings needed to maintain a comfort level in the classroom. Since teachers face time constraints tend to emphasize subject matter in which they feel competent, it is understandable if geography is neglected. If geographic illiteracy is to be remedied in Indiana, a start must be made with teacher training. Study findings are presented in two tables and a chart. (JB)

ED 313 301

SO 020 342

Graubard, Stephen R. Ed.
Living with AIDS.

American Academy of Arts and Sciences, Boston, Mass.

Pub Date—89

Note—229p.; Issued as volume 118, number 2 of the Proceedings of the American Academy of Arts and Sciences.

Journal Cit—Daedalus; v118 n2 Spr 1989

Pub Type—Collected Works—Proceedings (021)—Collected Works—Serials (022)

EDRS Price—MF01/PC10 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, Epidemiology, Foreign Countries, *Medical Research, *Social Problems

Identifiers—Great Britain, Sweden

Because events move swiftly in the contemporary world, it is easy to forget that acquired immune deficiency syndrome (AIDS) is a phenomenon of the 1980s. It is generally agreed that this is only the very beginning of a scientific investigation that will go on well into the 21st century. This issue attempts to provide some of the basic information and understanding needed for an intelligent public discussion of the AIDS problem. Nine articles are included: (1) "What Is an Epidemic? AIDS in Historical Perspective" (C. Rosenberg); (2) "AIDS: The Challenge to Biomedical Research" (M. Hamburg, A. Fauci); (3) "AIDS in the United States: Patient Care and Politics" (A. Ron; D. Rogers); (4) "Clinical Care in the AIDS Epidemic" (G. Friedland); (5) "Alive with AIDS" (P. Phoenix); (6) "The Power of Professionalism: Policies for AIDS in Britain, Sweden, and the United States" (D. Fox; And Others); (7) "Responding to a Pandemic: International Interest in AIDS Control" (N. Christakis); (8) "AIDS as Human Suffering" (P. Farmer; A. Kleinman); (9) "The Epidemiology and Transmission Dynamics of HIV-AIDS" (R. May; And Others). (FPB)

ED 313 302

SO 020 344

Winch, Julie

"To Reunite the Great Family": Free Blacks and Haitian Emigration.

Pub Date—6 Apr 89

Note—15p.; Paper presented at the Annual Meeting of the Organization of American Historians (St. Louis, MO, April 6-9, 1989).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Historical Materials (060)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Black History, Blacks, Black Studies, *Foreign Countries, *Immigrants, Migration, *Relocation, *United States History

Identifiers—*Emigration, *Haiti

When historians of the U.S. antebellum free black community examine attitudes toward emigration, they invariably focus on hostility to the American Colonization Society (ACS). However, while many free people were deeply disturbed by the efforts of the ACS to send them to Liberia, they were ready to consider settling on Haiti. In 1818, Prince Saunders, of Boston, praised Haiti to his fellow blacks and planned to work with Haiti's King Henry Christophe to encourage their emigration to that country. However, a rebellion and the king's death interfered. The country's new president, Jean Pierre Boyer, saw immigration of blacks from the United States as a solution to all his problems. Haiti was desperately short of manpower, and Boyer, who feared a French invasion, needed allies. He thought that in return for taking in thousands of unwanted free blacks, a grateful U.S. Government would grant him diplomatic recognition. He offered to subsidize their relocation and envisioned the arrival of 6,000 settlers in the first year. Emigration societies sprang up in the United States all along the Atlantic seaboard and as far west as Cincinnati. The relocation process was not always successful, and some disenfranchised blacks returned to the United States. However, many others stayed and sent back glowing reports of their newly adopted country. (JB)

ED 313 303

SO 020 347

Baccus, R. Eileen

The Emerging Minority Majority.

Pub Date—Mar 89

Note—13p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cultural Pluralism, *Majority Attitudes, *Minority Group Influences, *Minority Groups, *Multicultural Education, *Population Trends, *Social Change, *Social Integration, Social Science Research, Sociocultural Patterns

The United States is experiencing a major demographic transformation. Some studies have pro-

jected that by the year 2020, whites will be in the minority as their number is surpassed by those of Indian, Asian, African, and Spanish descent, to name a few. Educators must make a major commitment to see that all students have the opportunity to perform academically at a high level. There will be barriers of color, language, culture, and attitude that will be greater than any faced before as white and minority students are joined by those from Thailand, Vietnam, and other countries. The task will be not to lower the standards but to increase the effort. To make this effort will be to the direct benefit of all, as a new generation of people become a part of the fabric of U.S. life, adding the high level of energy and creativity characteristic of groups making their way in the United States. Their numbers are now so large that if they do not succeed, all in the United States will have diminished futures. Few businesses are prepared to face this increasing cultural diversity. Managers must learn to value workforce diversity and manage in a way designed to seize the benefits that differences bring. (JB)

ED 313 304

SO 020 349

Hufford, Mary

One Space, Many Places: Folklife and Land Use in New Jersey's Pinelands National Reserve. Report and Recommendations to the New Jersey Pinelands Commission for Cultural Conservation in the Pinelands National Reserve.

Library of Congress, Washington, D.C. American Folklife Center.

Pub Date—86

Note—152p.

Available from—American Folklife Center, Library of Congress, Washington, D.C. 20540 (\$10.00).

Pub Type—Books (010)—Reports—Research (143)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Community Change, Community Characteristics, Community Development, *Conservation (Environment), *Cultural Context, Cultural Differences, Cultural Traits, Environment, *Folk Culture, *Geographic Regions, *Regional Characteristics, *Regional Planning

Identifiers—Culture Preservation, *New Jersey, *Pinelands National Reserve

In 1978, the U.S. Congress established the Pinelands National Reserve on a million-acre landscape of New Jersey woodlands, farms, marshes, suburbs, towns, rivers, and bays. The reserve was to protect not only the region's great natural beauty and scientific value, but also the cultural life of its people, which is largely undocumented. In 1983, the American Folklife Center of the Library of Congress inaugurated the Pinelands Folklife Project, a field survey that documented on audio tape and film hundreds of residents of the area, capturing images of their lives in songs, stories, recipes, poems, crafts, festivals, recreation, tools, and technologies. Like natural resources, such expressions warrant consideration from planners, but their intangible aspects pose a special challenge. This document refutes the popular image of the region as a wilderness sparsely populated with quaint, backwoods people, presenting instead a place rich in cultural and environmental diversity and describing how residents convey their sense of place through myriad cultural expressions, which planners can factor into their land-use decisions. The concluding chapter on cultural conservation makes specific recommendations for protecting the region's cultural heritage. Dozens of illustrations, including black and white photographs, line drawings, and charts and maps from the Pinelands Folklife Project Archive complement the description and analysis. Appendices provide information on the logistics of the survey and a checklist for development review for municipal planning boards. (JB)

ED 313 305

SO 020 352

Gagnon, Paul

Democracy's Half-Told Story. What American History Textbooks Should Add.

American Federation of Teachers, Washington, D.C.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.; Pew Memorial Trust, Philadelphia, Pa.

Pub Date—89

Note—180p.; For related documents, see EJ 357 591, EJ 366 773, EJ 379 293 and SO 018 637.

Available from—Democracy's Half-Told Story, American Federation of Teachers, 555 New Jersey Avenue, NW, Washington, DC 20001 (1-10, \$7.00, additional copies \$3.00).

Pub Type—Books (010) — Opinion Papers (120)
EDRS Price — MF01/PC08 Plus Postage.
Descriptors—Education, Objectives, *History Instruction, *History Textbooks, Secondary Education, Social Studies, *Textbook Content, Textbook Evaluation, Textbook Research, *United States History.

The first purpose of a high school course in U.S. history must be to help students understand the essence of democracy and those events, institutions, and forces that have either promoted or obstructed it. This review examines five textbooks and analyzes how useful they are in aiding that process, and how they might be made more helpful. The five texts are: (1) "A History of the United States" (D. Boorstin; B. Kelley); (2) "History of a Free People" (H. Bragdon; S. McCutchen); (3) "The United States: A History of the Republic" (J. Davidson; M. Lytle); (4) "People and Our Country" (N. Risjord; T. Haywood); (5) "Triumph of the American Nation" (L. Todd; M. Curti). The texts are reviewed using topic divisions such as: "History's Role in Civic Education"; "Old World Backgrounds"; "Civil War and Emancipation"; "Change and Reform Before World War I"; and "Depression, New Deal, and War Again." The textbooks under review are at one and the same time over-detailed and under-detailed: the first, because they try to mention something about everything; the second, because they fail to develop major themes in depth. They labor too hard to balance affirmation and negation of U.S. history, and the result is a detached neutrality, passionless about both the ugly and the beautiful moments in that history. The texts should convey the complication, drama, suspense, and the paradox of comedy and tragedy found in history. The Education for Democracy Project's Statement of Principles and its signatories are given in the appendix. (PPB)

ED 313 306 SO 020 384

Lewis, Jeremy R. T.

Political Science Courseware: A Comparative Analysis.

Pub Date—31 Aug 89

Note—34p.; Paper presented at the Annual Meeting of the American Political Science Association (85th, Atlanta, GA, August 31-September 3, 1989).

Pub Type—Book/Product Reviews (072) — Reports — Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Simulation, *Computer Software Reviews, *Courseware, *Political Science, Postsecondary Education, Secondary Education, Teaching Methods

This critical review of 13 political science software simulations and tutorials rates the programs both by quality of presentation and by educational content. Courseware does have a truly interactive nature yet allows the student to be in an active mode of control. The software programs reviewed feature a variety of graphic, textual, and interactive qualities. The difficulty with comparing simulations (and the less complex interactive tutorials) lies in determining whether to do so according to the educational or substantive content, or according to the sophistication of the programming and presentation. The computer can be best used to add value to professional time by permitting students to learn on their own time in a manner that is more motivational than conventional homework. Some of the software titles reviewed are: "On the Campaign Trail"; "Balance of Power"; "President Elect"; and "Congress and the Presidency." Prices and publishers of 19 software items are given, along with 37 references. (PPB)

ED 313 307 SO 020 385

Keicham, Allen F. Rossman, Joseph E., Jr.

Texas High School Free Enterprise Textbooks.

Pub Date—26 Mar 88

Note—13p.; Paper presented at the Annual Meeting of the Southwestern Social Science Association (66th, Houston, TX, March 22-26, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Content Analysis, *Economics Education, *Free Enterprise System, Government Role, High Schools, State Action, State Legislation, *Textbook Evaluation, Textbook Research

Identifiers—*Texas

The 66th and 67th Texas legislatures mandated

that an economics course with an emphasis on the free enterprise system and its benefits be a required course for all students graduating from Texas high schools. This paper presents an analysis of the 1982-1988 textbooks adopted for that course. The key concepts evaluated were: definition of economics, definition of economic problems, economic resources, economic goals, economic systems definitions, gains from capitalism, gains from socialism/communism, generic gains, weaknesses of economic systems, personalities of capitalism, and personalities of communism. The texts examined were: (1) "Economics of Our Free Enterprise System" (K. Brown and others); (2) "Essentials of Economics and Free Enterprise" (R. Hodgetts, T. Smart); (3) "Fundamentals of the American Free Enterprise System" (R. Hodgetts, T. Smart); (4) "Hard Choices: The Economics of the American Free Enterprise System" (W. Luker, G. Luker); (5) "Free Enterprise—The American Economic System" (R. Smith and others); (6) "Consumer Economic Problems" (R. Warmke, E. Wyllie); (7) "Invitation to Economics" (L. Wolken, J. Glocker). The findings are presented in three tables and one graph. (PPB)

ED 313 308 SO 020 389

Jain, Sushil

A Bibliography of English Language Publications on Japanese Education, 1970-1988.

Pub Date—Apr 89

Note—36p.

Available from—Eskey Publications, S.K. Jain, 3280 Everts Ave., Windsor, Ontario, N9E 2V8, Canada (\$5.00).

Pub Type—Reference Materials — Bibliographies (131)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Comparative Education, *Early Childhood Education, *Educational Change, *Educational Development, Educational Environment, Educational Experience, Educational Improvement, Educational Innovation, *Educational Practices, *Educational Principles, *Elementary Secondary Education, Foreign Countries

Identifiers—*Japan

When Japan was occupied by the Allied Occupation Forces after the conclusion of World War II, the country was told to adopt a new democratic educational system styled after the U.S. system of education. The Japanese fitted the new system to suit their requirements and environment. In the following years the system was so perfected that it became an extremely successful operation which, some say, led to the economic recovery of a fallen nation. Like many other scientific and technical innovations that the Japanese obtained from foreigners, they seem to have perfected the borrowed educational technology in such an ingenious way that it has become genuinely indigenous Japanese. Just as U.S. and Canadian business people are now learning from Japanese technological and administrative techniques, North American educators are going to Japan to learn how the Japanese educational system works. This bibliography lists 365 English language materials published between 1970 and 1988 that deal with Japanese schooling. It is not comprehensive. Numerous publications of the Japanese Ministry of Education and of many national and international agencies based in Japan, unpublished papers, and material dealing with Japanese higher education are excluded. Reference is made to earlier bibliographies on this specific topic and to 23 bibliographical references that might be useful when looking for additional material. (JB)

ED 313 309 SO 020 443

Smith, Ben

Drill V. Varied Activity Methods of Teaching

Geographic Place Vocabulary.

Pub Date—12 Apr 86

Note—41p.; Paper presented at the Southeast Regional Conference for the Social Studies (Charleston, SC, April 10-12, 1986).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Geography Instruction, Grade 8, *Instructional Effectiveness, Junior High Schools, *Locational Skills (Social Studies), Map Skills, Physical Geography, Pretests Posttests, Social Studies, *Teaching Methods, World Geography

Many students in the United States do not possess a sound geographic vocabulary. This study compared two instructional methods, drill and varied

activities, that might be used to develop that vocabulary. Eighth-grade social studies classes at three sites (one urban, one rural, and one transitional) were used to assess learning of the 50 United States and 50 prominent world places over a period of four weeks. The students were divided into three experimental groups: those who received drill instruction, those who received varied activity instruction, and a control group who received no instruction. All groups were given a pretest and a posttest consisting of outline maps of the United States and the world with numbered locations to be identified. The drill and activity groups received the same amount of instructional time, only the methods varied. Both methods of instruction were proven effective, but drill was apparently the better method. Tables and graphs present the statistical findings. The pretests and posttests are also included. The document concludes with a 37-item bibliography. (JB)

ED 313 310 SO 020 447

Your Legal Guide to Marriage and Other Relationships. You and the Law Series.

American Bar Association, Chicago, IL. Public Education Div.

Report No.—ISBN-0-89707-436-X

Pub Date—89

Note—78p.; For related documents, see SO 020 448-450.

Available from—Order Fulfillment, American Bar Association, 750 N. Lake Shore Drive, Chicago, IL 60611 (1-9 copies, \$2.00 each, 10-99 copies, \$1.50 each, over 99 copies, \$1.00 each).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reference Materials (130)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adoption, Child Custody, Children, *Cohabitation, Death, Divorce, *Economic Factors, *Family (Sociological Unit), Family Relationship, Family Violence, Financial Support, Laws, *Legal Responsibility, *Marriage

With marriage laws in a state of flux, it is difficult to give unqualified answers to many of the serious and important questions people ask about law and marriage. To a great extent, each state is sovereign in the laws affecting marriage. Courts are playing an active role in defining and changing the legal consequences of marriage and other relationships. The important issues and considerations that cut across the laws and court decisions of all states are the focus of this booklet. The information is presented in question/answer format. The six chapters and some of the topics they cover are as follows: (1) "Defining Marriage Legally"—getting married, common-law marriage, name changes, premarital contracts, invalid marriages, living together outside of marriage; (2) "The Financial Side"—property, debts, equal credit legislation, estate planning; (3) "Children"—abortion, reproduction and childbirth, paternity and support, adoption, abuse and neglect laws; (4) "Your Conduct Toward Each Other"—sexual relations, domestic violence; (5) "Breaking Apart"—separation, annulment, divorce, spousal support, custody, visitation, and (6) "When a Spouse Dies"—wills, if there is no will, and children and inheritance. The booklet concludes with a section on where to obtain for more help. (JB)

ED 313 311 SO 020 448

Law and the Courts: A Handbook about United States Law and Court Procedures, with a Glossary of Legal Terms. You and the Law Series.

American Bar Association, Chicago, IL. Public Education Div.

Report No.—ISBN-0-89707-331-2

Pub Date—87

Note—83p.; For related documents, see SO 020 447-450.

Available from—Order Fulfillment, American Bar Association, 750 N. Lake Shore Drive, Chicago, IL 60611 (1-9 copies, \$2.00 each, 10-99 copies, \$1.50 each, over 99 copies, \$1.00 each).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reference Materials (130)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Court Judges, Court Litigation, *Criminal Law, *Federal Courts, *Hearings, Lawyers, *State Courts

Identifiers—Appeals (Hearings), *Civil Law, *Courtroom Procedures

For most people, law and the courts are veiled in mystery. Even though the law is made by legislators elected by the public and interpreted by judges chosen directly or indirectly by the public, and even

150 Document Resumes

though great strides have been made in making the law and its special language more understandable to people, the general public is still often confused about law and the courts. This booklet attempts to unravel some of these mysteries. It provides an introduction to the U.S. legal system, discusses briefly the roles of key actors in the system, and outlines and explains the steps involved in most civil and criminal cases. While it does not include all kinds of lawsuits, it does attempt to explain the procedures common to most of them. The booklet also discusses some of the special courts in the U.S. system, provides a chart on courts in the federal system and in a representative state, and explores various methods of alternative dispute resolution. The focus of the booklet is on helping readers understand the system as a whole. Practical problems of everyday law are not examined. A glossary of frequently used legal terms is included as a ready reference. (JB)

ED 313 312 SO 020 449
Your Legal Guide to Consumer Credit, with a Special Section on Bankruptcy. You and the Law Series.

American Bar Association, Chicago, IL. Public Education Div.
Report No.—ISBN-0-89707-356-8
Pub Date—88
Note—51p.; For related documents, see SO 020 447-450.

Available from—Order Fulfillment, American Bar Association, 750 N. Lake Shore Drive, Chicago, IL 60611 (1-9 copies, \$2.00 each, 10-99 copies, \$1.50 each, over 99 copies, \$1.00 each).
Pub Type—Legal/Legislative/Regulatory Materials (090) — Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Consumer Education, Consumer Protection, *Credit (Finance), Eligibility, Financial Problems, *Laws, Legal Responsibility, Loan Repayment, *Money Management, Purchasing Identifiers—*Bankruptcy, *Credit Cards

This booklet was published to help people better understand how to use it, how to determine if they are reaching or have reached their credit-debt limit, and what to do if they have exceeded that limit. It also explains federal rules, regulations, and laws pertaining to consumer installment credit that are designed to protect the consumer. "An Introduction to Credit: What Is It? What Does It Cost?" uses a few simple examples to answer these questions. "Choosing a Credit Card" explains how to compare the true costs of using various credit cards. "How the Law Protects You and How You Can Protect Yourself" discusses the basics of the Truth in Lending Act. "How to Apply for Credit" discusses what factors lenders look at in evaluating credit-worthiness and what factors cannot be used to refuse credit to someone, and offers suggestions as to what to do if a credit application is denied. "How to Establish a Credit Record and Check Your Credit Record" and "How to Correct Credit Mistakes" offer clear explanations of those topics. "How Much Credit Can You Handle?" provides a worksheet to determine one's credit ceiling. "Debt Collection and the Law" answers some key questions concerning this topic. "Deep in Debt: Bankruptcy and Other Alternatives" explains the options for people in serious financial trouble. The booklet concludes with a section on where one can get help and more information. (JB)

ED 313 313 SO 020 450
Law in the Workplace. You and the Law Series.

American Bar Association, Chicago, IL. Public Education Div.
Report No.—ISBN-0-89707-312-6
Pub Date—87
Note—81p.; For related documents, see SO 020 447-449.

Available from—Order Fulfillment, American Bar Association, 750 N. Lake Shore Drive, Chicago, IL 60611 (1-9 copies, \$2.00 each, 10-99 copies, \$1.50 each, over 99 copies, \$1.00 each).
Pub Type—Legal/Legislative/Regulatory Materials (090) — Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Discrimination, Civil Rights, Disabilities, *Employer Employee Relationship, *Employment Problems, *Laws, Occupational Safety and Health, Racial Discrimination, *Retirement, Sex Discrimination, *Unemployment, Workers Compensation
Meant to help both employees and employers

avoid problems by generally explaining the law of the workplace and suggesting places to turn for further information concerning particular situations, this booklet is presented in a question/answer format. The areas covered and their subtopics are as follows: (1) recruiting and hiring; (2) employees' rights and responsibilities on the job—wages and hours, job safety, employee privacy, unions and collective bargaining, discrimination, unique rights of government employees, and performance reviews and discipline; (3) out of work—job security, unemployment benefits, social security disability, workers' compensation, special disability plans; and (4) planning for retirement—social security, pension plans. The booklet concludes with a section on where to get more information. (JB)

ED 313 314 SO 020 451
Law As a Career.

American Bar Association, Chicago, IL. Public Education Div.
Pub Date—89
Note—18p.
Available from—Information Services, American Bar Association, 750 N. Lake Shore Drive, Chicago, IL 60611 (1-25 copies, \$1.00 each, 26-100 copies, \$.80 each, over 100 copies, \$.60 each).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Choice, Career Exploration, Careers, College Bound Students, *Lawyers, Occupational Aspiration, *Professional Occupations, Professional Training, Secondary Education
Intended as a guide for people considering a career in law, this booklet addresses the following questions: (1) "What is the lawyer's role in society?" (2) "Should you be a lawyer?" (3) "What about jobs?" (4) "How much do lawyers make?" (5) "How do you choose a law school?" (6) "How to get into law school?" (7) "What is law school like?" (8) "How much does law school cost?" (9) "What about financial aid?" and (10) "Admission to the bar." A 37-item bibliography of books that discuss in further detail some of the questions dealt with in this booklet is included. Annotations are provided for those items not mentioned in the text. (JB)

ED 313 315 SO 020 547
Patrick, John J.

Liberty and Order in Constitutional Government: Ideas and Issues in "The Federalist Papers." Virginia Jefferson Association, Richmond. Spons Agency—Department of Education, Washington, DC.
Pub Date—89
Grant—R-1243-B8000-5
Note—61p.; For related documents, see ED 280 764, ED 292 740, ED 258 891, and SO 020 195.
Available from—Virginia Jefferson Association, P.O. Box 1463, Richmond, VA 23212.
Pub Type—Guides - Classroom - Teacher (052) — Historical Materials (060) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Constitutional History, Curriculum Enrichment, *Democracy, Democratic Values, *Federal Government, Resource Materials, Secondary Education, *Social Studies, State Government, United States Government (Course), *United States History

Identifiers—Bill of Rights, Constitutional Processes, *Federalist Papers, Founding Fathers of the United States, Hamilton (Alexander), Jay (John), Madison (James), *United States Constitution, Yates (Robert)

This publication provides a brief introduction to core ideas of constitutional government in the United States as presented in "The Federalist" by Alexander Hamilton, James Madison, and John Jay. The first of "The Federalist" papers was written by Hamilton, who joined with Jay and Madison in this series of essays to refute the objections to the Constitution raised by the Anti-Federalists. Excerpts from both "The Federalists" and "The Anti-Federalists" series of publications are included. Both sides viewed liberty and order as the necessary ends of government, but could not agree as to what an acceptable balance between liberty and order would be. There was also disagreement within the Federalist camp. Hamilton argued that a strong central government was required to preserve the governmental integrity of the nation, and that checks and balances between the three branches of government would prevent any one branch from abusing its powers.

Madison argued that government must have the power to maintain itself and perform its duties, but he spoke for limits to protect the liberty and security of the individual. Information and ideas that can be used in a Federalist/ Anti-Federalist forum focusing on the primary issue of the balance between liberty and order are presented. Suggestions are made on how to structure and conduct the forums. A chronology of events associated with the Federalist/ Anti-Federalist debate, a guide for teachers and forum leaders, a participant rating sheet for the forum, and a bibliography of 18 items are also included. (PPB)

ED 313 316 SO 020 665
Fromboluti, Carol Sue

Helping Your Child Learn Geography. Geological Survey (Dept. of Interior), Reston, Va.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—IS-90-910
Pub Date—Feb 90
Note—43p.; For related document, see SO 020 666.
Available from—Geography, Consumer Information Center Pueblo, CO 81009 (\$0.50).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, Elementary School Curriculum, Geographic Concepts, *Geography, Geography Instruction, Learning Activities, Map Skills, *Parents, Resource Materials, *Social Studies

Providing practical learning activities for parents to use to teach geography to children under age 10, this profusely illustrated handbook is organized in terms of 5 major themes of geography: (1) physical location; (2) physical and human characteristics of places; (3) relationships among people and places; (4) patterns of movement of people, products, and information; and (5) formation and change of regions. These five themes, developed by the Joint Committee on Geographic Education of the National Council for Geographic Education and the American Association of Geographers, have recently been adopted by many U.S. schools. By using this handbook, parents can connect everyday learning experiences in the home and neighborhood to the curriculum in school. They can also direct the natural curiosity of children toward questions and knowledge in geography. In addition to the learning activities for children, the handbook contains a glossary of geographic terms, lists of sources for acquiring free or inexpensive materials, and a list of books for children on various topics in physical and cultural geography. Supporting materials include an outline map of the United States and a press release and publication announcement concerning the contents and uses of this handbook. (JF)

ED 313 317 SO 020 666
Allen, Russell And Others

The Geography Learning of High School Seniors. Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC; National Geographic Society, Washington, DC.
Report No.—ISBN-0-89885-097-5; NAEP-19-G-01

Pub Date—Feb 90
Grant—G008720335

Note—140p.; "Prepared by Russell Allen, Norman Bettis, Dana Kaufman, Walter MacDonald, Ina V. S. Mullis, Christopher Salter, with the collaboration of Mary A. Foertsch, Lynn B. Jenkins, and Marianne Kenney." For related document, see SO 020 665.

Available from—NAEP, Educational Testing Service, Rosedale Road, Princeton, NJ 08541-0001.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Educational Research, *Geographic Concepts, *Geography, Geography Instruction, Grade 12, History, *Map Skills, Secondary Education, Secondary School Curriculum, Social Studies, Statistical Analysis

Identifiers—*National Assessment of Educational Progress

This report presents results of the 1988 National Assessment of Educational Progress (NAEP) survey of the geographic knowledge and skills of high school seniors. A national stratified sample of more than 3,000 twelfth graders from approximately 300 public and private schools responded to 76 multiple-choice questions about the following 4 topics in

geography: (1) knowing locations, such as countries, cities, and physical places; (2) using the skills and tools of geography, such as map and globe symbols and longitude and latitude; (3) understanding cultural geography, including human-environment relationships and cultural change; and (4) understanding physical geography, including climate, weather, tectonics, and erosion. The respondents correctly answered only 57 percent of the test items. Average scores for the four topics in the test ranged from 52.5 percent correct on geographic skills to 59.5 percent correct in the cultural geography category. These results indicate that students generally are deficient in geographic knowledge and skills. This problem may be associated with inadequate treatment of geography in the high school curriculum. Much of the geography presented to high school students is integrated with courses in history and science. Less than two-thirds of these respondents had taken a high school course in geography. There was no relationship, however, between taking geography coursework and better performance on this test. But students who studied geography in a U.S. history course performed better than those without this academic experience. Better performance on this test was linked to certain background factors, such as well-educated parents, both parents living at home, availability of many reading materials, limited viewing of television, and time spent doing homework. Additional materials include reactions of researchers and educators, press release materials, and statements from officials of the Office of Educational Research and Improvement, the NAEP, and the National Geographic Society. (JP)

SP

ED 313 318 SP 031 338
Shinghal, Rajjan Le Xuan, Albert
Using Conceptual Analysis To Build Knowledge
Bases.

Pub Date—[89]
Note—15p; For related document, see SP 031 339.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, Cognitive Structures, *Concept Formation, *Concept Teaching, *Discriminant Analysis, Expert Systems, *Generalization, *Learning Processes
Identifiers—*Conceptual Analysis

This paper describes the methods and techniques called Conceptual Analysis (CA), a rigorous procedure to generate (without involuntary omissions and repetitions) knowledge bases for the development of knowledge-based systems. An introduction is given of CA and how it can be used to produce knowledge bases. A discussion is presented on what is meant by learning and teaching a concept, a rule, and a principle. An explanation is provided of some of the pre-requisites and basic theories behind CA. The importance of positive examples and negative examples is emphasized and a specific instance of how a conceptual analysis can be performed to generate a knowledge base is demonstrated. It is pointed out the generalization and discrimination are the two most important concepts in the field of education and training. (JD)

ED 313 319 SP 031 339
Le Xuan, Albert Shinghal, Rajjan
Courseware Development by Topdown Conceptual
Analysis.

Pub Date—11 May 89
Note—15p; Paper presented at the International Conference On Computer-Assisted-Learning (Dallas, TX, May 11, 1989). For related document, see SP 031 338.
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, Authoring Aids (Programming), *Concept Formation, *Concept Teaching, Course Content, *Courseware, Curriculum Development, Discriminant Analysis, *Generalization, *Material Development, Mathematics Instruction
Identifiers—*Topdown Conceptual Analysis

This paper describes Topdown Conceptual Analysis (TCA) and how it can be used to produce the knowledge base for the development of courseware. Some of the prerequisites and basic theories behind TCA are explained. In discussing what is meant by

learning and teaching a concept, an explanation is given of how a complex concept can be taught in terms of simpler or contributory concepts. The importance of examples and non-examples in learning and teaching a concept is emphasized. A discussion is presented on how the methods and techniques of TCA were used to develop the courseware called "Introductory New Mathematics for Parents and Children." Relationships within concepts are demonstrated with diagrams. References and a bibliography are included. (JD)

ED 313 320 SP 031 454
The Irish System of Teacher Education, Part 1.
(Including Appendix 1). Series 89/5a.
Dublin Univ. (Ireland). Dept. of Teacher Education.

Pub Date—89
Note—34p; For related document, see SP 031 455.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Standards, Admission Criteria, Degree Requirements, English Curriculum, Foreign Countries, Government Role, Higher Education, Mathematics Curriculum, Preservice Teacher Education, *Required Courses, *Teacher Certification, *Teacher Education Curriculum, *Testing
Identifiers—Ireland

An overview is presented of the system of education in Ireland, with special reference to teacher education. Educational requirements for the early grades are briefly covered, and changing patterns in schooling are pointed out. The system of higher education is outlined prior to a more in-depth description of the system of teacher education. Included in the description are the qualifications to teach in secondary schools, training for primary education, and degree awarding systems. A discussion of the education and training of teachers in the University of Dublin, Trinity College includes admission requirements, subjects offered, administrative arrangements, the higher diploma in education, and compulsory courses. Appended are the current syllabuses for English and mathematics for the intermediate certificate at the higher and lower levels. (JD)

ED 313 321 SP 031 455
The System of Teacher Education Part II. Appendices II, III and IV. Series 89/5b.
Dublin Univ. (Ireland). Dept. of Teacher Education.

Pub Date—89
Note—43p; For related document, see SP 031 454.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*English Curriculum, Foreign Countries, *Grading, Higher Education, *Mathematics Curriculum, Required Courses, *Teacher Education Curriculum, *Testing
Identifiers—Ireland

These appendices to The Irish System of Teacher Education contain: (1) current syllabuses for English and mathematics at the higher and lower levels in the leaving certificate examination; and (2) leaving certificate examination marking system; and (3) single honors English degree course syllabus and mathematics degree course syllabus. (JD)

ED 313 322 SP 031 529
Chapman, Anne
Description of Workshop Series for Precollege
Teachers on Women and Gender, Including Topics
Covered, Readings Used, and Sample Hand-
outs.

Spons Agency—George Gund Foundation, Cleveland, Ohio.
Pub Date—89
Note—18p; Contains several pages with light type.
Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affirmative Action, *Curriculum Development, Ethnicity, *Feminism, Private Schools, Secondary Education, *Sex Discrimination, Staff Development, United States History, *Women's Studies

A 2-year curriculum transformation project for 12 humanities teachers from seven independent schools sought to help pre-college teachers integrate new information and insights based on women's studies and gender scholarship into their teaching. Topics covered during the workshops included the history of concern with women and gender; engenderment as a social process; tensions between gen-

der shared and gender specific experience and behavior; the uniformities and diversities within and between women's and men's experience, with special attention to the effects of class, race and ethnic background; the differences and interactions between experience and ideology; theories of feminism; stages in curricular revision; and pedagogical implications of the ways society is gendered. This document is a description of the curriculum development project, and includes a syllabus and resource guide. (JD)

ED 313 323 SP 031 604
Stegemiller, H. Andrew
An Annotated Bibliography of the Literature Deal-
ing With the Contributing Factors of Teacher
Expectations on Student Performance.

Pub Date—89
Note—35p.
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Elementary Secondary Education, Failure, *Performance, Prediction, Student Behavior, *Student Characteristics, *Student Evaluation, Teacher Characteristics, *Teacher Expectations of Students

This paper reviews recent literature regarding the impact of teacher expectations on student performance. The first section reviews recent literature with respect to teacher expectations in which teacher characteristics were viewed as the dependent variable in the interaction. The focus of the second section is to review recent literature where the characteristics of the student were viewed as the dependent variable. The third section reviews research that investigated the mediating processes between teacher and student that contribute to teacher expectations and student performance. There was apparent agreement that teachers' predictions of test scores tended to be overestimated for high achievers and underestimated for low achievers. Student characteristics contributing to expectation included social class, attractiveness, ethnicity and perhaps gender. Models generally suggested that teachers' expectations are communicated to students through differential teacher treatment. (JD)

ED 313 324 SP 031 606
Dalton, Stephanie
Teachers as Assessors and Assistors.

Hawaii Univ., Honolulu. Coll. of Education; Kamehameha Schools/Bernice Pauahi Bishop Estate, Honolulu, HI. Center for Development in Early Education.

Pub Date—30 Mar 89
Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 30, 1989).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, Higher Education, *Interaction Process Analysis, *Interpersonal Relationship, Preservice Teacher Education, Social Influences, *Teacher Response, *Teacher Student Relationship
Identifiers—*Vygotsky (Lev S)

According to the cognitive development theory of Lev Vygotsky, learning is formed, and thinking is transformed as a result of participation in purposeful activity with others. Through joint activity, social problem solving is learned and eventually internalized into intrapsychological processes. This paper describes an experimental teacher education program that is an application of principles representing Vygotskian theoretical themes. The guiding principles are described and supported with quotes from observational and interview data to present a model of teaching, performance assistance. The program supports the model by proposing reorganized interactional teaching activity to assist rather than assess student performance. A preservice teacher's case of early teaching practice is discussed to demonstrate: (1) how this reorganization of interaction and thinking transforms preservice teacher thinking; and (2) how institutional demands on the teacher can come into conflict with these transformations in practice. (JD)

ED 313 325 SP 031 607
Burstein, Nancy Davis
From Observing to Teaching: An Examination of
the Relationships between Student Teachers'
Activities, Perceptions and Performance.

Pub Date—Apr 88

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperating Teachers, Elementary Secondary Education, Field Experience Programs, Higher Education, Learning Activities, *Observational Learning, *Performance Factors, Preservice Teacher Education, *Program Effectiveness, *Student Teacher Attitudes, *Student Teaching, *Teaching Experience, Teaching Skills, Time Management

Potential influences on the student teaching experience relate to the characteristics of the placement site, the supervision of the student teacher, the requirements of the program, and the abilities of the student teacher. This study of the ecological factors that influence a student teacher's development examined the evolution of student teaching relative to increased responsibilities and the factors that influence this development. Data was gathered on six student teachers' activities through two teaching assignments, their performance and their perceptions of their experiences. Information was sought on how the subjects made the transition from observing to teaching, how this differed in the two teaching assignments, how they perceived their experiences, and whether their performance in student teaching affected the transition from observing to teaching. Information was gathered by means of daily logs on activities, evaluations of student performances, and weekly logs describing their perceptions. A discussion of the findings points out the importance of careful structuring of student teacher activities to facilitate the transition from observing to teaching. (JD)

ED 313 326

SP 031 611

Ellis, John A. And Others

An Analytical Study of Teacher Perceptions Regarding Staff Development Practices.

Pub Date—Nov 88

Note—12p; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (New Orleans, LA, November 18-22, 1988).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Faculty Development, *Inservice Teacher Education, Negative Attitudes, *Program Attitudes, Program Effectiveness, Secondary Education, *Secondary School Teachers, *Teacher Attitudes

This study was conducted to assess secondary teacher perceptions of staff development. Participants were 250 teachers selected randomly from secondary schools in Indiana. Survey questions pertained to six basic areas in staff development: (1) program intent; (2) planning; (3) organization; (4) finance; (5) evaluation; and (6) follow-up and support. Teachers tended to agree on the following: (1) staff development should develop competencies ultimately intended to improve student achievement; (2) teachers should be involved in the planning of staff development; (3) meetings should involve hands-on experiences and/or workshops with activity oriented sessions; (5) financial compensation should be used as an incentive for participation; (6) follow-up and support are important; and (7) staff development activities should be evaluated. Some questions on negative teacher attitudes toward staff development were raised by the study. (JD)

ED 313 327

SP 031 613

Hulick, Chuck Malone, Bobby G.

The Kentucky Beginning Teacher Internship Program: A Preliminary Evaluation.

Pub Date—88

Note—27p; Paper presented at the Annual Conference of the National Council on Inservice Education (New Orleans, 1988).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beginning Teachers, Collegiality, Elementary Secondary Education, Inservice Teacher Education, *Internship Programs, *Mentors, Program Development, *Program Evaluation, State Standards, *Teacher Orientation Identifiers—*Beginning Teacher Induction, *Kentucky Beginning Teacher Internship Program

A description is given of the state-mandated Kentucky Beginning Teacher Internship Program. Upon successful completion of a teacher education program and passing required tests, a teacher candidate is issued a certificate of eligibility that is valid for one year, and in the course of the next four years must successfully complete a year of internship. Once the intern has secured employment in a school, a beginning teacher committee is formed. This committee consists of a resource teacher, the school principal where the intern is employed, and a teacher educator from a local or regional teacher education program. A description is given of the roles and duties of each of these committee members. The principal is generally the person who organizes the administrative tasks of the committee. The teacher educator serves as the link to the teacher training program and the literature on teaching, and also serves as a channel of feedback to the teacher training program. The resource teacher is the primary mentor who is there daily for the intern to use as a resource. An evaluation of the success of the program includes findings from questionnaires to all participants on their reactions to the program. A copy of the summative observation instrument used in the survey is appended. (JD)

ED 313 328

SP 031 614

Willie, Alfred F., Jr. Hatfield, Cecil E.

Blending Research and Reality—Effective Middle Level Strategies.

Pub Date—[88]

Note—9p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Environment, *Excellence in Education, Intermediate Grades, Junior High Schools, *Learning Motivation, *Middle Schools, *Research Utilization, *School Effectiveness, Student Characteristics

This article defines school improvement, looks at indicators of quality schools, discusses the characteristics of the middle level child and proposes practical strategies which blend research data and school level practices for the middle level learner. In order to clearly understand the school improvement movement at the middle level, one must be aware of the research and practical implications at the holistic level of public education as described in the research literature. Educational reform reports, research on effective schools, characteristics of the middle level learner, and practical strategies to improve learning must be reviewed, synthesized and blended. The discussion explores the effects of the educational reform reports, the research on effective schools, the characteristics of the middle level learner and the effective strategies that blend the research with the reality of learning. (Author/JD)

ED 313 329

SP 031 619

Doan, Marie F. Doan, Robert L.

A Comparison of Elementary Principals' and Teachers' Perceptions of Reading Instruction and Staff Development.

Pub Date—[84]

Note—19p.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Elementary Education, *Elementary School Teachers, Inservice Teacher Education, *Principals, Questionnaires, *Reading Instruction, *Staff Development, *Teacher Attitudes

This study sought to identify differences and similarities between principals' and teachers' perceptions of the elementary reading program and staff development. Subjects of the study were 245 primary and intermediate teachers and 51 elementary school principals. Data for the study were gathered by means of two sets of questionnaires which were administered to the subjects. The first question asked if teachers' perceptions of the principals' involvement in the reading program were similar to the perceptions of the principals. The second question asked if principals had similar perceptions to teachers with respect to staff development needs. Results indicated that teachers perceived principals to be less involved in the reading program than principals perceived themselves to be. Principals viewed staff development needs to be greater than did the teachers. Copies of the questionnaires are appended. (JD)

ED 313 330

SP 031 630

Emmons, Gary Evans, Keith

Faculty Development From the Bottom Up: Analysis of the Six Year Experience of a Faculty-Run Faculty Development Program at the McCallie School in Chattanooga, Tennessee.

Pub Date—[89]

Note—6p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Faculty Development, *Inservice Teacher Education, Mentors, *Participative Decision Making, Private Schools, *Professional Autonomy, Program Development, Program Effectiveness, Secondary Education, Teacher Attitudes, *Teacher Influence, Teacher Motivation Identifiers—*McCallie School TN

A description is given of a faculty development program that is run by the faculty of the McCallie School, a private secondary school in Chattanooga, Tennessee. Three principles guide the program: (1) the quality of the educational program is the responsibility of the entire school community; (2) faculty that shares the responsibility for the educational program is empowered to act; and (3) as the educational environment improves, a sense of community evolves within the school staff. Descriptions are given of several salient features of the development program: (1) a mentor program, which is the central component of faculty development; (2) a faculty roundtable which allows individual teachers to call a one hour meeting of the faculty on any issue of concern; (3) faculty members participate in interviews of all incoming teachers and determine who will be hired; (4) a monthly newsletter to which any member of the school community can submit an article; (5) frequent formal and/or informal inter-visitations between classrooms; and (6) development of a common pedagogical vocabulary. (JD)

ED 313 331

SP 031 635

Kamil, Mieke Harris-Sharpley, Susan

Mentors and New Teachers: Reshaping the Teaching Profession in Massachusetts. Report of the Wheelock College Conference on Mentor Teacher Training (Boston, Massachusetts, August 1-5, 1988).

Pub Date—Aug 88

Note—44p.

Pub Type—Collected Works—Proceedings (021)—Reports—Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beginning Teachers, College School Cooperation, Collegiality, Elementary Secondary Education, Higher Education, *Mentors, Parent Participation, Program Development, Program Evaluation, *Staff Role, State Standards, *Supervisory Training, *Teacher Orientation, Teacher Supervision

Identifiers—*Beginning Teacher Induction, *Massachusetts

A report is given of a conference which recommended changes in the manner in which new teachers are inducted into the schools in Massachusetts. The focus of the conference was on mentoring programs. The basic philosophy of the conferees was that an effective mentoring program must be a communal enterprise, drawing upon and fostering a collegiality within the school and developing a climate in which all participants find support from their colleagues and administrators. The roles are defined for the following program participants in a mentoring program: (1) mentors; (2) new teachers; (3) principals and other supervisory personnel; (4) parents; (5) school district; (6) colleges and universities; and (7) the state. Following descriptions of the responsibilities of the participants in the program a discussion is presented on training and supporting each of the roles. The appendices summarize salient points made in the conference. (JD)

ED 313 332

SP 031 636

Marshall, Faith

Non-Judgmental Induction Support: An Investment in Teacher Potential.

Pub Date—Nov 88

Note—14p; Paper presented at the Annual Conference of the National Council of States on Inservice Education (13th, New Orleans, LA, November 18-22, 1988).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Teachers, *College School Cooperation, Elementary Secondary Education, Higher Education, Practicums, *Program Development, *Research Utilization, *Teacher Orientation

Identifiers—*Beginning Teacher Induction, Texas (Houston)

This paper presents research findings that suggest a framework for developing essential support systems for beginning teachers, and describes two induction-year pilot projects, now in operation, based on those findings. One project is a Master's level course instituted in August 1987 at the University of Houston; the other is a program collaboratively developed and implemented by university faculty and educators of the Houston Independent School District. The core element of both programs is non-judgmental support for first year teachers. (Author/JD)

ED 313 333 SP 031 637

Parker, Fred R. Lumpkins, Bob Planning and Administering a Collaborative Teaching Program (PACT).

Pub Date—[87]

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Style, *Heterogeneous Grouping, Intermediate Grades, Multigraded Classes, Nongraded Instructional Grouping, *Program Development, *Quality Circles, Student Placement, *Teaching Methods, *Team Teaching

The major underlying concepts used in developing this Collaborative Teaching Program for intermediate grade level students included the heterogeneous grouping of pupils in a community of learners, the use of quality circle management, and the appropriate use of teaching strategies geared toward the major modes of learning. The community of learners concept developed for the project involved three communities of approximately 120 pupils. The average age range in each community is approximately 3 years. Four regular teachers in each community, plus a full complement of special teachers, working together as an interdisciplinary team, plan and provide instruction to meet the learning needs of the students in their respective communities. This paper describes the types of instruction used in the program and how the concept of quality circle management contributes to the effectiveness of the program. (JD)

ED 313 334 SP 031 639

Martin, Glenda

The Principal Apprenticeship: An Opportunity for Leadership Development.

Pub Date—Nov 88

Note—6p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (13th, New Orleans, LA, November 18-22, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Effectiveness, Elementary Secondary Education, Field Experience Programs, *Leadership Training, *Management Development, *Mentors, *Principals

Identifiers—South Carolina
A description is given of South Carolina's principal apprenticeship program to train future administrators. The program focuses on two key elements: a set of field-based experiences planned to meet the specific needs of the apprentice, and a one-to-one mentor-mentorship relationship. Apprentices receive experiences in seven areas: (1) curriculum and instruction; (2) staff personnel; (3) pupil personnel; (4) school law; (5) school plant; (6) budget and finance; and (7) community relations. The program provides an opportunity for the apprentice to develop generic management skills such as planning, problem solving, decisionmaking, organizing, and controlling. (JD)

ED 313 335 SP 031 641

Witherspoon, Eric

Redefining Teacher Evaluation and Staff Development: An Ownership Model for Professional Improvement.

Pub Date—[89]

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, Elementary Secondary Education, *Instructional Improvement, *Intellectual Property, *Professional Development, *Teacher Evaluation, *Teacher Participation

Identifiers—Indiana (Hobart)

Even though an underlying assumption in most teacher evaluation models is that the evaluation process will lead to improvement of instruction, the evaluation process is seldom linked to a staff development program. A new staff development model is described which focuses on professional improvement for the teacher. In this model, each teacher becomes an active decision maker who works as a partner with the principal to annually develop a professional improvement plan. Individual plans may include attending local and state conferences and workshops, visiting model programs, taking classes, peer coaching, or other appropriate professional growth activities. The goal of the program is to improve instruction by developing teacher ownership and responsibility for professional growth and improvement. The principal and the teacher are active participants in the process. To facilitate the process, a list of model sites, conferences, workshops, courses, exemplary programs and teaching strategies is given as a resource guide to the teachers in the program. (JD)

ED 313 336 SP 031 643

Egan, Carol B.

Staff Development: The Bridge between Programs.

Pub Date—Nov 88

Note—9p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (13th, New Orleans, LA, November 18-22, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Elementary Education, *Enrichment Activities, *Gifted, *Program Development, *Program Effectiveness, *Staff Development

Identifiers—Ohio (Massillon), Thinking Skills

A description is given of a staff development program designed to bridge the gap between regular teachers and teachers of gifted children. The program is based on the following concepts: (1) teachers must be provided with practical ideas that can be put into place immediately in the classroom; (2) teachers must feel ownership of their own teaching; (3) teachers must receive regular feedback on student progress; (4) the widely diverse experiences of teachers must be recognized and dealt with; (5) teachers are problem-centered in their orientation to staff development; (6) continual support and follow-up must be provided; and (7) the process of change is slow and often difficult. By using the gifted program as a vehicle for staff development activities, there has been outreach to many teachers who would not otherwise have had exposure to the enrichment experiences available and to the assistance in integrating thinking skills into an existing curriculum. By involving as many teachers as possible in various components of the staff development program, it has been possible to bring aspects of gifted education to all children in grades K-6. (JD)

ED 313 337 SP 031 645

Meadows, Emily C.

S-T-R-E-T-C-H Those Precious Staff Development Dollars.

Pub Date—Nov 88

Note—16p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (13th, New Orleans, LA, November 18-22, 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Inservice Teacher Education, *Program Attitudes, *Program Effectiveness, *Staff Development, *Teacher Morale, *Training Methods, Workshops

Identifiers—West Virginia (Raleigh County)

This paper describes a successful, low-budget 2-day training session designed to prepare trainers for the presentation of a quality inservice program. A presentation on "training of trainers" was videotaped for use on the first of the two training days. The second training day was devoted to working with principals and administrative staff. The goal of the workshop was to train a trainer for every school staff in the county. One focus of the workshop was developing self-esteem in the trainers, since teacher morale was low, reflecting the depressed economy of the West Virginia county. At the end of the workshop each participant received an outline-script to use, the video, and all of the necessary handouts. An evaluation of the workshop is offered along with a

brief discussion of the expenses incurred. (JD)

ED 313 338 SP 031 655

Results in Education: 1989. The Governors' 1991 Report on Education.

National Governors' Association, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-55877-056-9

Pub Date—89

Note—169p.

Available from—National Governors' Association, Publications Office, 444 North Capitol St., Washington, DC 20001-1573 (\$12.50).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accountability, *Curriculum Development, Decision Making, Elementary Secondary Education, Government Role, Higher Education, *Instructional Effectiveness, *Policy Formation, *State Action, State Standards

This report provides information on the actions of the states in educational reform. A state policy overview is presented in seven areas: (1) school leadership; (2) teaching; (3) parent involvement and choice; (4) readiness; (5) technology; (6) school facilities; and (7) college quality. Reports are given of financing school improvement, highlights of state education policies, and state-by-state education data. Suggestions are made on steps that states can take for the improvement of public education in the areas of: (1) modification of curriculum and instruction; (2) decentralization of authority and decision making; (3) development of new staff roles; and (4) linking of rewards and incentives to student performance through efficient accountability systems. Maps and tables provide detailed information on each state. (JD)

ED 313 339 SP 031 659

Erb, Thomas G. Doda, Nancy M.

Team Organization: Promise-Practices and Possibilities.

National Education Association, Washington, D.C.

Pub Date—89

Note—131p.

Available from—NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (\$12.95).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, *Collegiality, Elementary Secondary Education, *Interdisciplinary Approach, *Interpersonal Relationship, Needs Assessment, *Program Development, School Effectiveness, Student Motivation, *Team Teaching

This book provides a definition of team teaching, a research-based rationale for the practice of teaming, and numerous suggestions for making the most of the opportunities that teaming offers. Among the topics discussed are: (1) teaming's relationship to successful schools; (2) planning and implementing teaming; (3) dealing with students as a team; (4) characteristics of interdisciplinary thematic units; and (6) avoiding difficulties that can make team organization fail. (JD)

ED 313 340 SP 031 674

Hatfield, Robert C.

Developing a Procedural Model for the Practice of Micro Teaching.

Pub Date—23 Aug 89

Note—29p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Higher Education, *Microteaching, Preservice Teacher Education, Program Content, *Program Design, *Research Utilization, *Teaching Methods, *Teaching Models

This report describes the use of a specific model for designing educational practices in formulating a structure of knowledge which applies to micro teaching. The design of an educational practice, that is, the use of micro teaching, requires a synthesis of related studies organized into a format for designing and conducting the practice by drawing on related studies. The first step in this "goal-procedural" model is to develop a procedural model as an organizational structure for the practice. The synthesis and structure of knowledge obtained through this model serves as the basis on which to develop a design to use the practice in a given setting. The

second step is to form the design of a new practice or analyze and modify a current practice. In discussing this model, the following categories are used to provide a structure for describing or designing micro teaching: (1) purposes/goals for micro teaching; (2) rationale for the micro teaching strategy; and (3) operational elements for conducting micro teaching. These operational elements include: (1) curriculum content; (2) student participants; (3) facilities and setting; (4) skill study; (5) subject matter to teach; (6) planning lessons; and (7) feedback. A list of 73 references is appended. (JD)

ED 313 341 SP 031 679

Mongon, Denis. *And Others*

Improving Classroom Behaviour: New Directions for Teachers and Pupils.

Report No.—ISBN-0-8077-2995-7

Pub Date—89

Note—230p.

Available from—Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 (\$16.95)

Pub Type—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Behavior Problems, *Discipline, Elementary Secondary Education, Institutional Characteristics, Intervention, *Problem Solving, *Student Attitudes, *Teacher Attitudes, *Teacher Student Relationship, Teaching Methods, Theory Practice Relationship

This book is mainly about children whose behavior causes distress and difficulties for teachers in elementary and secondary schools. The authors provide some ideas about how to improve the ability of teachers and pupils to work together constructively, and point out some of the pitfalls on the way. A substantial part of the book is constructed around the authors' collective experience of working in a variety of capacities in primary, secondary, mainstream, and special provision education. Case studies illustrate theories put into practice in the classroom so that the reader can participate in assessing the successes and shortcomings and in judging what lessons or conclusions of general relevance might be learned. (JD)

ED 313 342 SP 031 693

Dottin, Erskine S.

Raising Proper Educational Questions in the House of Intellect.

Pub Date—19 Apr 89

Note—33p.; Paper presented at Rivers State University, Nigeria (April 19, 1989).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Freedom, *Cognitive Ability, *College Role, *Creative Thinking, *Educational Environment, Foreign Countries, Higher Education, *Intellectual Development, Self Actualization, Social Experience, Teacher Education Identifiers—*Nigeria

This presentation addresses the function of education and, in particular, teacher education. Focusing upon the institutions of higher education in Nigeria, questions are raised on the role of the college or university in producing educated persons. It is pointed out that schools of higher education have a responsibility to be aware that educational curricula developed for oppressed peoples by the oppressor are not conducive to enhancing independence and self-actualization. A call is issued for developing the ability to think creatively and to judge critically. A sense of autonomy is emphasized as being necessary for developing responsible awareness of community and liberty. (JD)

ED 313 343 SP 031 700

The Schools We've Got, The Schools We Need. Guide for Participants.

American Association of Colleges for Teacher Education, Washington, D.C.; Council of Chief State School Officers, Washington, D.C.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—Jun 87

Note—131p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Cognitive Ability, Cooperative Learning, *Curriculum, *Demography, Economic Factors, *Educational Change, Elementary Secondary Education, *Futures (of Society), Higher Education, Minority Group Teachers, Policy Formation, *School Effectiveness, Teacher Supply

and Demand, Teaching (Occupation)

This document presents a "Prospectus" in the schools of the 1990s by distinguished educators. These papers were commissioned to provide insight into the demands to be faced by educators in the 1990s and to spur dialogue and exchange among them. The monograph serves as a project resource in the current American Association of Colleges for Teacher Education and the Council of Chief State School Officers effort to facilitate collaborative policy planning by chief state school officers and education deans. The following papers are presented: (1) "Overview of Educational Issues" (Nancy Adelman); (2) "The Schools We Need for the Kids We've Got" (Harold L. Hodgkinson); (3) "Schools for the 21st Century: The Conditions for Invention" (Phillip C. Schlechty); (4) "Ordinary People, Extraordinary Work: Notes on Schoolteaching at the Turn of the Century" (Tom Bird, Lee Shulman, Gary Sykes); and (5) "An Individual-Centered Curriculum" (Howard Gardner). A bibliography on educational reform is included. (JD)

ED 313 344 SP 031 702

Levine, Marsha. *And Others*

Professional Practice Schools: Building a Model.

American Federation of Teachers, Washington, D.C.

Spons Agency—EXXON Corp., New York, N.Y.

Pub Date—Nov 88

Note—157p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Accountability, Beginning Teachers, *College School Cooperation, Elementary Secondary Education, Higher Education, Preservice Teacher Education, *Research Utilization, Socialization, Student Teaching, *Teacher Interns, *Teacher Orientation

Identifiers—Beginning Teacher Induction, *Professional Practice Schools

This report summarizes the discussions of a task force which focused on the concept of professional practice schools. These schools are public elementary, middle, or secondary schools which are structured, staffed, and supported to achieve three goals: student achievement, teacher induction, and support of research directed at the continuous improvement of practice. The professional practice school should be developed as a collaborative institution with the roles and responsibilities shared among university and school district personnel. With a status similar to the medical teaching hospital, it becomes the teaching site for clinical faculty and the place where university researchers, who are oriented toward research in practice, may work with public school teachers. The pre-clinical education of interns remains a university responsibility. Three papers are presented which deal with issues of accountability, curriculum, and standards for professional practice schools. An additional paper provides background for the conceptual framework. The papers included are: (1) "Accountability for Professional Practice" (Linda Darling-Hammond); (2) "Professional Practice Schools: How Would We Know One if We Saw One? A Guide to Self-Assessment" (Holly M. Houston); and (3) "Establishing Professional Schools for Teachers" (Mary M. Kennedy). (JD)

ED 313 345 SP 031 704

Guidelines for Perinatal Care. Second Edition.

American Academy of Pediatrics, Elk Grove Village, IL.; American Coll. of Obstetricians and Gynecologists, Washington, DC.

Spons Agency—March of Dimes Birth Defects Foundation, Washington, D.C.

Pub Date—88

Note—356p.

Available from—American Academy of Pediatrics, 141 Northwest Point Road, Publications Dept., P.O. Box 927, Elk Grove Village, IL 60009-0927 (\$30.00).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Birth, *Disease Control, Interdisciplinary Approach, *Neonates, Nutrition, *Perinatal Influences, *Pregnancy, Program Development

The basic concept emphasized in this book is that a coordinated, multidisciplinary approach within a regionalized system of perinatal care is a constant factor improving the quality of pregnancy outcomes. This coordinated multidisciplinary approach has had an impact on perinatal care in three important

areas: (1) improved and expanded understanding of the physiology and pathology of the pregnant women, fetus, and neonate; (2) improved health care through risk assessment and regional planning to ensure access to care; and (3) enhanced appreciation of the childbirth experience and the role of the family. The most current scientific information, professional opinions, and clinical practices have been assembled and reviewed in the formulation of this manual, which is intended to offer guidelines, not strict operating rules. Emphasis is placed on the delineation of areas to be covered by specific protocols (to be defined locally) rather than on promoting more rigid recommendations. To address issues and scientific advances that have emerged since the publication of the first edition, the second edition includes new sections devoted to such topics as Radiation Exposure and AIDS (acquired immune deficiency syndrome). (JD)

ED 313 346 SP 031 705

Injury Control for Children and Youth.

American Academy of Pediatrics, Elk Grove Village, IL.

Report No.—ISBN-0-910761-11-6

Pub Date—87

Note—301p.

Available from—American Academy of Pediatrics, Publications Dept. 141 Northwest Point Boulevard, P.O. Box 927, Elk Grove Village, IL 60009-0927 (\$25.00)

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Accident Prevention, *Child Abuse, *Children, *Injuries, Legal Responsibility, Parks, *Pediatrics, Poisoning, Prevention, Toys, Traffic Safety

This book begins with a progress report on preventing childhood injuries. Settings for pediatric care are discussed as well as The Injury Prevention Program (TIPP). Child abuse is also addressed in the first section. In section two, specific childhood injuries and interventions are discussed. Each chapter begins with an overview of the problem, followed by appropriate preventive measures. If they are available, passive as well as active interventions are recommended. In some cases, treatment is included in the chapter. The final segment, titled "Implications for Public Policy," outlines community, state, and national efforts to be undertaken by pediatricians, both individually and collectively, to focus public and governmental attention on injury prevention. A summary and a list of suggested readings is followed by six appendices which are: (1) Injuries Related to "Toy" Firearms, 1986; (2) List of Supplementary Academy Materials; (3) All Terrain Vehicles: Two-, Three-, and Four-Wheeled Unlicensed Motorized Vehicles, 1986; (4) Revised First Aid Chart, 1986; (5) Recalls of Toys in Violation of CPSC Safety Standards, Fiscal Year 1985; and (6) Safe Swimming for Your Young Child. (JD)

ED 313 347 SP 031 707

Substance Abuse: A Guide for Health Professionals.

American Academy of Pediatrics, Elk Grove Village, IL.

Spons Agency—International Business Machines Corp., Armonk, N.Y.

Pub Date—88

Note—193p.; Also supported by a grant from Pew Charitable Trusts.

Available from—American Academy of Pediatrics, Publications Dept. 141 Northwest Point Boulevard, P.O. Box 927, Elk Grove Village, IL 60009-0927 (\$30.00)

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Adolescents, *Behavior Modification, Behavior Problems, Drug Education, *Drug Rehabilitation, Elementary Secondary Education, *Prevention, *Primary Health Care, Public Health, *Substance Abuse

This book is a collection of essays and information representing the experience, perspective, and insight of professionals whose careers have been closely associated with the problem of youthful substance abuse. The first chapter outlines those circumstances that might make it more likely that a young person would experience drug-related difficulties. The second chapter outlines the breadth of physician responsibilities in the prevention, management, and treatment of adolescent substance abuse and includes guidance as to methodologies for meeting those responsibilities. Chapter three stresses the critical importance of historical infor-

mation in detecting and assessing drug abuse behavior. The fourth chapter explains currently available technology for the detection of drugs in body fluids. The chapter on referral provides information on treatment modalities for drug-abusing adolescents. The concluding chapters, Prevention Programs, Ethical and Legal Considerations, and Specific Drugs, serve as background for the development of the knowledge base necessary for effective intervention. (JD)

ED 313 348 SP 031 708

Report of the Committee on Infectious Diseases.
Twenty-first Edition, 1988.

American Academy of Pediatrics, Elk Grove Village, IL.

Report No.—ISBN-0-910761-20-5

Pub Date—88

Note—566p.

Available from—American Academy of Pediatrics, Publications Dept., 141 Northwest Point Boulevard, P.O. Box 927, Elk Grove Village, IL 60009-0927 (\$30.00).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Communicable Diseases, *Disease Control, *Disease Incidence, Drug Use, Epidemiology, Hygiene, *Immunization Programs, Internal Medicine, *Pharmacology, *Preventive Medicine

This book is a comprehensive textbook of infectious diseases. It is organized in five parts: (1) active and passive immunization; (2) recommendations for care of children in special circumstances; (3) summaries of infectious diseases; (4) antimicrobial prophylaxis; and (5) antimicrobials. There are six appendices: (1) federal vaccine injury compensation table; (2) selected diseases transmitted by pets, rodents, and other animals; (3) raw milk; (4) state immunization requirements for school attendance; (5) commonly reportable infectious diseases in the United States; and (6) services of the Centers for Disease Control. Tables supplement the information in the book. (JD)

ED 313 349 SP 031 709

Report of the Task Force on Pertussis and Pertussis Immunization—1988.

American Academy of Pediatrics, Elk Grove Village, IL.

Pub Date—88

Note—44p.

Available from—American Academy of Pediatrics, Publications Dept., 141 Northwest Point Boulevard, P.O. Box 927, Elk Grove Village, IL 60009-0927 (\$25.00).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Disease Control, *Immunization Programs, Internal Medicine, Medical Services, *Preventive Medicine, *Program Effectiveness, *Reliability, *Risk

Identifiers—*Pertussis

Pertussis is a severe epidemic and endemic disease with significant morbidity and mortality. The use of whole-cell pertussis vaccines in the United States has been effective in controlling the disease but not in decreasing the circulation of the organism. Whole-cell vaccines commonly cause reactions in children, and in addition, they are often blamed for temporally related neurologic illnesses. At the present time, the benefits of pertussis immunization clearly outweigh the risks, and therefore, current immunization programs should be vigorously encouraged. This report presents an objective, broad review of current information on pertussis and pertussis immunization. (JD)

ED 313 350 SP 031 713

Women & Sport. Proceedings from the Dickinson Symposium in Women's Studies (Morgantown, West Virginia, April 6-7, 1989).

West Virginia Univ., Morgantown. Center for Women's Studies.

Pub Date—Apr 89

Note—101p.; Symposium held at the Center for Women's Studies, School of Physical Education, West Virginia University.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Competition, Lifetime Sports, Physical Fitness, *Role Conflict, *Sex Differences, *Stereotypes, Team Sports, *Women's Athletics

This report includes reprints of a series of "Fire-side Chats" which were offered as a preliminary to

the symposium on women and sport. The following topics are covered: (1) "Closing the Gender Gap in Skills Acquisition in Children" (Linda M. Carson); (2) "Myths and Realities on Health and Wellness in Women's Athletics" (Sherrill Springer); (3) "Transition in Sport: Pre and Post Title IX Athletic Competition for Women at West Virginia University" (Linda K. Burdette; and others); (4) "Women and Sport" (Jacquelyn Cuncen); (5) "Women, Gender, Sport and the 1990's" (Susan L. Greendorfer); (6) "Leadership and Gender" (G. Ann Uhlir); and (7) "Credibility, Promotion and the Media" (Donna A. Lopiano). References are included. (JD)

ED 313 351 SP 031 716

Simon, Martin A.

The Impact of Intensive Classroom Following in a Constructivist Mathematics Teacher Education Program.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Apr 89

Grant—TEL-8552391

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Feedback, Inservice Teacher Education, Institutes (Training Programs), *Instructional Innovation, *Mathematics Instruction, *Observation, Program Evaluation, *Summer Programs, Teaching Methods, *Transfer of Training

Identifiers—*Educational Leaders in Mathematics Project

The Educational Leaders in Mathematics (ELM) Project was a five-stage experimental design to assist elementary and secondary inservice teachers in developing a constructivist view of learning as a basis for designing and implementing instruction in mathematics. Teachers participating in a 2-week summer institute experienced the role of mathematical students engaged in the construction of mathematical concepts. They also examined children's learning of mathematics through the viewing and discussion of videotapes. The second stage extended this work through a structured program of classroom follow-up and support. Assuming that transfer of learning to the classroom occurs most predictably where demonstration, feedback and coaching are components of the teacher education process, consultants observed participants' classroom behaviors and provided feedback and suggestions. A discussion is presented on the success of the first to stages of the program in changing teacher behaviors and implementing innovation in the classroom. (JD)

ED 313 352 SP 031 718

Packard, Richard D. Dereshinsky, Mary I.

A Preliminary Planning Document Based on Long-Range Research & Evaluation of the Pilot-Test Career Ladders Teacher Performance & Incentive Programs. Educational Reform in Arizona: 1985 to 1990.

Northern Arizona Univ., Flagstaff. Center for Excellence in Education.

Pub Date—20 Jul 89

Note—7p.; For related document, see SP 031 719.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Evaluation, *Career Ladders, Elementary Secondary Education, Incentives, *Program Evaluation, Program Implementation, *Teacher Evaluation

Identifiers—*Arizona

This report to the Arizona Joint Legislative Committee on Career Ladders Task Force outlines an evaluation system for assessing teacher and administrator performance in a career ladder program. Major goals for the program are: (1) to evaluate, place and reward teachers based on performance criteria, which include properly recognized expansion of job responsibilities related to the instructional program and accountability for enhanced student achievement; and (2) to evaluate administrative leaders based on their ability to support and influence teacher instructional competencies, performance and shared leadership skills. A list is presented of the emerging strengths and weaknesses of these two goals as they relate to conditions of legislative intent. Two figures illustrate salient points graphically. (JD)

ED 313 353 SP 031 719

Packard, Richard D. Dereshinsky, Mary I.

A Chronology of Research & Evaluation Procedures for Assessment of the Pilot-Test Career Ladders Teacher Performance & Incentive Programs. 1985-1990. Educational Reform in Arizona.

Northern Arizona Univ., Flagstaff. Center for Excellence in Education.

Pub Date—20 Jul 89

Note—27p.; For related document, see SP 031 718.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Ladders, *Change Strategies, Elementary Secondary Education, *Program Development, *Program Evaluation, Research Utilization

Identifiers—*Arizona

This report summarizes the major activities and findings to date of the Career Ladders Research and Evaluation Project with respect to the five-year pilot-test currently underway in Arizona. Summary descriptions are given of each year's activities from 1985 to 1989: (1) development and planning for program evaluation; (2) application of research and evaluation instrumentation, methodology, reporting procedures and dissemination; (3) expansion and dissemination of data base information; (4) the emergence of a predictive model for effective career ladders program implementation; and (5) advancement in project focus, research design and methodology. Descriptive summaries of each year's progress are followed by bibliographic listings of related research reports, presentations and publications. Research and evaluation of the pilot-test program over a period of time has resulted in the following three major findings: (1) successful change and reform can be influenced by intervention programs such as career ladders, but it is primarily dependent upon well-developed and effective school systems; (2) the association between teacher performance and competency based on process and developmental evaluation can scientifically be related to reliable and valid student academic achievement measures; and (3) while the Career Ladders Pilot-Test Program does an excellent job of assuring teacher accountability, it has been far less successful with respect to assessing the corresponding accountability of other key factors of district operational effectiveness. (JD)

ED 313 354 SP 031 722

Burke, Richard R.

Learning Cooperative Learning through Cooperative Learning in a College Mastery Learning Format.

Pub Date—Oct 89

Note—14p.; Paper presented at the Annual Meeting of the Midwest Association for Teachers of Educational Psychology (Oxford, Ohio, October, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Cooperative Learning, *Grading, Group Activities, *Group Dynamics, Higher Education, *Incentives, *Instructional Effectiveness, Mastery Learning, Small Group Instruction

Cooperative learning as a promising approach for higher education is discussed in terms of its relation to active learning, cognitive processing, and personalizing principles and concepts. Preliminary data from experimental classes demonstrated little advantage for a group improvement incentive. While students in the bottom third of these classes improved and students in the top third held their lead, the incentive for group improvement could not be seen as the cause, since previous classes without the incentive saw an even greater gain for poorer students. The importance of group training and advantages of active learning are discussed. (JD)

ED 313 355 SP 031 723

Price, Elsa C.

Coping: Stress Management Techniques for Students and Teachers.

Pub Date—May 89

Note—37p.; Paper presented at the International Conference on Teaching Excellence and Conference of Administrators (May 21-24, 1989, Austin, TX).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Anxiety, *Personality Traits, Physical Health, *Re-

laxation Training, *Stress Management, Teacher Burnout.

Descriptions are given of the terms "stress" and "stressors." Stressful life events, the physiological symptoms of stress, and individual perceptions of what constitutes stressful events and how they are determined by personality type, are discussed. Five coping skills are listed and described: (1) cognitive restructuring; (2) deep breathing; (3) muscle relaxation; (4) cue-controlled relaxation; and (5) visual imagery. The bibliography cites 39 references. (JD)

ED 313 356 SP 031 724

Shaver, Judy C. Wise, Beth S.
Evaluation of University Supervisors of Student Teachers.

Pub Date—Aug 89
Note—12p; Paper presented at the Association of Teacher Educators Summer Workshop (Tacoma, Washington, August, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Instructional Effectiveness, *Objectives, Preservice Teacher Education, *Role Perception, *Student Teacher Supervisors, *Supervisory Methods, *Teacher Effectiveness

Identifiers—Goldsberry (Lee), Reflective Teaching

This study on evaluation of university supervisors of student teachers is based on the work of Lee Goldsberry (1989). Goldsberry describes different roles that student teacher supervisors can take, focusing on the function of supervision itself. One of these roles has, as a primary purpose, maintaining a facade that supervision is being practiced. A second view assumes that the supervisor needs to correct deficiencies in teaching, and has as a primary purpose finding these flaws and correcting them. The final view is based on the idea that teachers need skilled support to refine their own efforts, and has as its primary purpose the stimulation of guided reflection based upon what the student teacher knows about teaching. An instrument for evaluating college supervisors' supervision of student teaching, and a list of three references are appended. (JD)

ED 313 357 SP 031 730

Muskin, Carol
Recruitment to Teaching in the United States and Japan: A Quantitative and Qualitative Analysis.
Pub Date—Mar 89

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Admission Criteria, *Career Choice, Comparative Analysis, Foreign Countries, Higher Education, *Teacher Qualifications, *Teacher Recruitment, Teacher Salaries, *Teacher Supply and Demand, Teaching (Occupation)
Identifiers—*Japan, *United States

This paper analyzes the number and quality of young adults currently choosing teaching as a career in the United States and Japan. As a foundation for comparing recruitment to the teaching profession in the two countries, a conceptual framework analyzing the process of individual self-selection, as well as institutional selection of individuals into the profession is constructed. It is pointed out that the balance between the incentives to enter a profession, and the screens set by various institutions to train and select individuals for the profession, determines the quality of those who ultimately self-select and are selected. A brief description of the educational systems provides background for a qualitative summary of the number of individuals preparing for and entering teaching. The numerical data raises questions in terms of who chooses to pursue teaching in each country, and the quality of those selected. The next section of the paper addresses questions related to the quality of individuals attracted to the profession. The stages along the "pipeline" are examined to determine whether those in the pipeline will be sufficient in both quantity and quality to meet the needs of each society. Insights gleaned from the Japanese situation are used to question and support possible American reform options. (JD)

ED 313 358 SP 031 731

Marshall, D. G.
The Contexts of Teacher Education: Implications

for Decision Making in Teacher Education in Developing Areas.

Pub Date—Jun 89
Note—25p; Paper presented at the VII World Congress of Cooperative Education (Montreal, Canada, June 26-30, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, *Developing Nations, Educational Change, *Educational Development, Educational Resources, Elementary Secondary Education, Higher Education, *Policy Formation, Preservice Teacher Education, *Social Attitudes, *Teacher Shortage

Teacher educators everywhere are examining programs and delivery modes as a result of a decade of studies and commissions on the reform of teacher education. However, for teacher education policy makers in developing areas, the contexts of teacher education hold special implications. The purpose of this paper is to identify a number of crucial contexts for teacher education planners in developing areas and to suggest some implications of these contexts for decision making. Five contexts are identified: (1) the current reform movement in teacher education; (2) the availability of resources for teacher education; (3) the use of teacher growth models as a conceptual basis for teacher education; (4) the attitudes towards national development; and (5) the professionalism of teachers. Two problem areas exist—the preservice/inservice linkage and the shortage of teachers. These problems are discussed in light of these contexts. (Author/JD)

ED 313 359 SP 031 732

Marshall, D. G.
Teacher Education and Teacher Shortages: The Conflict between Quality and Growth in Teacher Education in Developing Settings.

Pub Date—26 Jul 89
Note—26p; Paper Prepared for the Ministry of Education Sponsored Symposium on Higher Education (Mauritius, April 3-7, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Delivery Systems, *Developing Nations, Elementary Secondary Education, Foreign Countries, Higher Education, *Program Effectiveness, *Resource Allocation, *Teacher Education Programs, *Teacher Shortage
Identifiers—Mauritius

Teacher educators everywhere are examining programs and delivery modes as a result of a decade of studies and commissions on the reform of teacher education. However, for teacher education policy makers in settings like Mauritius there are two special issues to be considered in the examination of the teacher education process. The first relates to the critical decisions that have to be made regarding allocation of scarce resources to education and the fight that teacher education has for a share of these resources. The second relates to shortage of trained teachers and the concomitant struggle to address both quality and quantity in the teacher education program. In this paper, the author examines the concept of teacher growth and how models of teacher growth can help facilitate a rapprochement between quality and quantity in teacher education programs during times of teacher shortages in places like Mauritius. The questions posed in the Ministry of Education Country Paper provides a framework for suggestions regarding teacher education in Mauritius. (Author)

ED 313 360 SP 031 734

Teacher Training in Japan. NIER Occasional Paper 03/89.

National Inst. for Educational Research, Tokyo (Japan).

Pub Date—Mar 89
Note—23p.

Pub Type—Reports — Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Credits, *Educational Change, Education Majors, Foreign Countries, Higher Education, *Preservice Teacher Education, *Schools of Education, *Teacher Certification, *Teacher Education Programs
Identifiers—*Japan

This document provides statistical information on the current status of teacher education in Japan. Data are given for the following topics: (1) number of universities, junior colleges, and appointed teacher training institutions; (2) number of gradu-

ates who obtained teacher certification; (3) percentage distribution of teachers by educational attainment; (4) minimum requirements for teacher certification; (5) minimum number of credits required for teacher certification (education-related subjects and kinds of certificates); (6) major subject studies required for lower secondary school teacher certificate; and (7) minimum requirements for New Teacher Certificates Revised in 1989/90. A description is given of teacher training at universities of education, teacher training at a faculty of education in the ordinary university, and teacher training for the non-education major. A brief discussion is presented on teacher training reform. (JD)

ED 313 361 SP 031 735

Simon, Martin A. Shifter, Deborah
Teacher Education from a Constructivist Perspective: The Educational Leaders in Mathematics Project.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—[87]
Grant—TEL-8552391

Note—91p.
Pub Type—Reports — Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Concept Formation, Elementary Secondary Education, Factor Analysis, Inservice Teacher Education, *Institutes (Training Programs), *Mathematics Instruction, *Problem Solving, *Student Attitudes, Summer Programs, *Teaching Methods
Identifiers—*Constructivism

The Educational Leaders in Mathematics (ELM) Project, was an experimental inservice program for teachers of mathematics, grades kindergarten to 12. The major focus on the project was to help teachers develop and implement approaches to mathematics instruction based on a constructivist view of learning. ELM demonstrated the significant impact of combining constructivist summer inservice institutes with intensive, ongoing follow-up support. Teachers not only integrated into their instruction new strategies, but also showed evidence of having developed constructivist views of mathematics learning as a basis for their instructional decisions. Students attitude scores and teachers observations reflected improvements in students' attitudes about, conceptions of, and communication in mathematics as well as in problem solving and conceptual understanding. ELM demonstrated that teachers can make student understanding and problem solving high priority and decrease emphasis on computational skills without a drop in test results. This monograph describes the ELM Project's philosophical basis and methodology, and presents the instrumental results, and conclusions in detail. A bibliography is included, and questionnaires and student attitude surveys are appended. (Author/JD)

ED 313 362 SP 031 741

Berick, Janet T. Reilly, Irene Deidrich
University/School Collaboration: Reflections and Results.

Pub Date—[88]
Note—13p.

Pub Type—Reports — Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, *Cooperative Programs, Elementary Secondary Education, Excellence in Education, Higher Education, *Preservice Teacher Education, *Program Development, *Teacher Education Programs

The purpose of this article is to describe a collaborative university/school based clinical program, and share the implications it has for the development of effective teacher education programs. In 1987, Alan Tom posed a challenge that schools and universities begin to examine the various recommendations brought about and suggested by the Holmes and Carnegie reports. Public schools are being encouraged to collaborate with area businesses, community agencies, and higher education. The activities of these endeavors are diverse and plentiful, but the results are not always measured or shared. With these thoughts in mind, two teacher educators chose to examine a way that collaboration between school and university could be successful. They developed a program utilizing teachers, clinical students, and a teacher coordinator. Students spent one semester working with the staff and children, and the bi-monthly meetings were held on site using teachers to add to the chosen seminar topic. The overall program was a success from the standpoint that teach-

ers requested to participate again; clinical students rated the experience positively; and the developers are optimistic that they are coming to understand how to collaborate and share expertise and knowledge with one another. (Author/JD)

ED 313 363 SP 031 743

Schultz, Terry Louis. Sorenson, Linda M.
The Organic Puppet Theatre. Health Activities Book.

Report No.—ISBN-0-941816-89-3

Pub Date—89

Note—91p.

Available from—ETR Associates/Network Publication, P.O. Box 1830, Santa Cruz, CA 95061-1830 (\$15.95, plus \$2.40 shipping and handling).

Pub Type—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Dental Health, Drama, Elementary Education, *Health Education, *Human Body, *Physical Health, *Puppetry, Teaching Methods, *Theater Arts

The Organic Puppet Theatre is a creative medium for the classroom, home, day care center, hospital, community center, and clinic. It is designed for children in the early elementary years. The objective of the activity is to acquaint children with the functions of the various organs of the body, how they interact, and how they are affected by poor health habits. Seven chapters introduce seven individual body organs. Each chapter begins with background information. Individual organ patterns are provided, with easy step-by-step directions on how to construct them. The puppets are constructed with inexpensive, everyday objects. (JD)

ED 313 364 SP 031 744

Russell, Dorothy S.

Salem College: Model Summer-School Student Teaching Program First Year Report.

Salem Coll., Winston-Salem, NC.

Pub Date—1 Sep 89

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Elementary Secondary Education, *Extended School Year, Higher Education, Pilot Projects, Preservice Teacher Education, Program Development, *Student Teaching, *Summer Schools, *Teaching Experience

Identifiers—*Salem College NC

This paper discusses a pilot program that utilizes the summer schools of local school districts as sites for student teaching. The students undertake paid supervised teaching activities in selected public summer programs offering both remedial and enrichment programs. The major rationale offered for this program is that it frees time during the regular school year for teacher candidates to meet their academic course requirements. This report, written at the conclusion of the first summer of the project, is organized as follows: (1) a brief description of the project; (2) a description of the training offered the On-Site Teacher Educators; (3) a section on perceived strengths and weaknesses of the project; and (4) a summary of what has been learned to date. (JD)

ED 313 365 SP 031 745

Thompson, Donna, Ed. Bowers, Louis, Ed.

Where Our Children Play. Community Park Playground Equipment.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.

Report No.—ISBN-0-88314-411-5

Pub Date—89

Note—116p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance Publications, 1900 Association Drive, Reston, VA 22091.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Surveys, *Equipment Evaluation, Legal Responsibility, *Parks, Play, *Playgrounds, Questionnaires, *Recreational Facilities, Recreation Legislation, Risk, *Safety

This book describes the type and condition of playground equipment in community parks in the United States, and indicates the current status of safety of that environment. The results are then compared to play theories to explore the ways the

environment stimulates play. Appropriate suggestions for change are made. Chapters cover the following topics: (1) the national survey of community park playground equipment; (2) results of the survey; (3) location, accessibility and equipment on park playgrounds; (4) swings, slides, and climbing equipment; (5) rotating, spring rocking, and seesaw equipment; (6) sand play containers, wading pools, signs, trees, and pathways; (7) litigation and playgrounds; and (9) plan of action: reflections and recommendations. Appendices include the instruments of the surveys conducted for this study. (JD)

ED 313 366 SP 031 746

Hensley, Larry, Ed.

Tennis for Boys and Girls Skills Test Manual.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.

Report No.—ISBN-0-88314-442-5

Pub Date—89

Note—56p.

Available from—American Alliance for Health, Physical Education, Recreation, and Dance Publications, 1900 Association Drive, Reston, VA 22091.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Drills (Practice), Higher Education, *Norm Referenced Tests, Physical Education, Secondary Education, Skill Development, *Student Evaluation, *Tennis, Test Selection

The first chapter of this manual for tennis instructors provides an overview of the game of tennis, a brief history of the background of skill testing in tennis, and general instructions for using the manual. The second chapter presents tests for ground stroke, serve and volley, as well as suggestions on selecting the most appropriate tests. Diagrams and scoring rules are included. In the third chapter the use of norms is explained and tables list percentile and T-score norm tables for males and females in grades nine to college. The fourth chapter provides detailed descriptions of tennis drills for the basic skills in ground stroke, service, and volley. References are included and appendices contain the American Alliance for Health, Physical Education, Recreation and Dance tennis skills tests and rating scales. (JD)

ED 313 367 SP 031 747

NCATE/NASPE Physical Education Guidelines.

An Instructional Manual. 2nd Edition.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.

Report No.—ISBN-0-88314-443-3

Pub Date—May 89

Note—107p.

Available from—American Alliance for Health, Physical Education, Recreation, and Dance Publications, 1900 Association Drive, Reston, VA 22091.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, *Accreditation (Institutions), *Curriculum Development, Higher Education, *Institutional Evaluation, *Physical Education, Preservice Teacher Education, *Program Evaluation, Schools of Education

These guidelines for physical education accreditation were field tested and modified to meet new National Council for the Accreditation of Teacher Education (NCATE) standards. The purpose of the first section of this guidebook is to provide specific process and content information regarding the history of the project, an overview of the guidelines, the curriculum portfolio, the NCATE reader, the adjudication committee, and a synopsis of the evaluation process from submittal to approval. The guidelines for the undergraduate preparation of teachers of physical education are included in chapter one. In-depth coverage is provided to the curriculum portfolio in chapter two. Chapter three presents recommended guidelines for faculty, students, resources and facilities, and evaluation. Chapter four defines and describes the role of the Physical Education Reader in the NCATE accreditation process. Chapter five outlines procedures to be followed for adjudicating and scoring the portfolio by the National Association for Sport and Physical Education adjudication committee. In the second section, standards are outlined for master's and doctoral degree programs. The final section presents matrices

that are used to describe the requirements of the programs that comply with the American Alliance for Health, Physical Education, Recreation and Dance guidelines. (JD)

ED 313 368 SP 031 752

Reinhartz, Judy, Ed.

Teacher Induction. NEA Aspects of Learning.

National Education Association, Washington, D.C.

Report No.—ISBN-0-8106-3003-6

Pub Date—89

Note—130p.

Available from—NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 3003-6, \$14.95).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, *Beginning Teachers, Elementary Secondary Education, Mentors, *Program Development, *Program Effectiveness, Teacher Attitudes, Teacher Characteristics, *Teacher Orientation, Teacher Supervision, *Teaching Experience

Identifiers—*Beginning Teacher Induction

The following articles are included in this publication on beginning teacher induction: (1) "The Teacher Induction Process: Preserving the Old and Welcoming the New. An Introduction" (Judy Reinhartz); (2) "A Synthesis of Research on Teacher Induction Programs and Practices" (Leslie Huling-Austin); (3) "School-Building-Level Variables and the Induction of New Teachers" (James D. Greenberg and Maurice C. Erly); (4) "Characteristics of Beginning Teachers in an Induction Context" (Sandra J. Odell); (5) "Providing Effective Induction Program Support Teachers: It's Not as Easy as It Looks" (Louise Bay Waters and Victoria L. Bernhardt); (6) "Independent Action: Case Studies of Its Role in Beginning Teachers' Induction" (Carol P. Sitheridge); (7) "Multiple Support: A Promising Strategy for Effective Teacher Induction" (Marvin A. Henry); (8) "Beginning Teachers: Sink or Swim?" (Leonard J. Varah, and others); and (9) "The Effects of a Planned Induction Program on First-Year Teachers: A Research Report" (Alvah M. Kilgore and Julie A. Kozielek). "Teacher Induction: An Annotated Bibliography" (John M. Johnston) is appended. (JD)

ED 313 369 SP 031 753

Physical Education. Comprehensive Curriculum Goals. A Model for Local Curriculum Development.

Oregon State Board of Education, Salem.

Pub Date—Jun 89

Note—143p.

Available from—Publications Sales Clerk, Publications and Multimedia, Oregon State Dept. of Education, 700 Pringle Parkway SE, Salem, Oregon 97310-0290 (\$3.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Elementary Secondary Education, *Health Education, Life Style, *Movement Education, *Physical Education, *Physical Fitness, *Social Behavior, State Standards

This document outlines the goals for a physical education curriculum for kindergarten through high school. The content is organized under three primary goals. The first deals with the understanding and performance of human movement, to varying degrees of genetic endowment and learned and practiced skill development. The second content goal deals with the knowledge and skills of personal fitness for a lifetime. The emphasis in health education is to develop a knowledge base and a positive attitude towards taking responsibility for a healthy lifestyle. The third area of concentration in physical education is self-management and appropriate social behavior. In each category, the outline lists the appropriate knowledge/skill for each grade level. (JD)

ED 313 370 SP 031 768

Clay-Mendez, Luis Felipe, Ed.

Diversity and Challenge in Teacher Education.

Papers from the Illinois/Indiana ATE

Mini-Clinic.

Eastern Illinois Univ., Charleston.

Pub Date—87

Note—131p.

Available from—Student Teaching Department, Eastern Illinois University, 210 Buzzard, Charleston, IL 61920 (\$7.95).

Pub Type—Reports - Descriptive (141) — Col-

lected Works - General (020)

Document Not Available from EDRS.

Descriptors—*Beginning Teachers, Classroom Research, *Cooperating Teachers, Higher Education, Microteaching, *Student Teachers, *Student Teacher Supervisors, *Teacher Attitudes, Teacher Education Programs, Teacher Evaluation, Teacher Morale, Teacher Recruitment, *Theory Practice Relationship, Writing Instruction

The document presents the following papers: (1) "Eliot Wigginton: A 'Shining Moment' of the Mini Clinic" (Luis Felipe Clay Mendez); (2) "Telling It Like It Is: Attitudes and Opinions of Beginning Teachers" (Erma Williams and others); (3) "Redesigning the Role of the Student Teacher Supervisor: Use of Reflective Techniques" (Barbara S. De Salvo); (4) "What Teacher Educators Ought to Know About the Teaching of Writing" (Sharon King); (5) "Help for Beginning Teachers" (F.D. Kreameymeyer); (6) "Collaborative consultation: A Means for Problem Solving in Teacher Education" (Judith J. Ivarie; Grace C. Nunn); (7) "Production for the Classroom" (Patricia J. Fewell); (8) "An Investigation of the Relationship Between Selected Personality Traits and First Year Teaching Morale" (James R. Thomson, Jr. and others); (9) "Communication Between Supervising Teachers and Student Teachers" (Leonie M. Rose); (10) "Project Credit: A Multiple Support Program for First-Year Teachers" (Marvin A. Henry); (11) "Staff Development Project: Induction of New Supervisors" (Sheryl Benson; Francis Summers); (12) "The Impact of Weighting Student Teacher Evaluation Variables" (Duane C. Lang; Cynthia S. Haggard); (13) "Recommendations of the Illinois Blue Ribbon Committee on the Improvement of Teaching as a Profession" (Karl L. Kurz; Lee Bartolini); (14) "Classroom Research: A Challenge in Teacher Education" (Christine G. Brulle; Andrew R. Brulle); (15) "Effects of 3 Category Designations Upon Ratings of Teaching Skills: Implications for the Use of Generic Skills in Evaluation" (Norman C. De Pillo); (16) "Enhancing the Job Perception Skills of Preservice Teachers" (Linda J. Payne and others); (17) "Impact of Structured Orientation Strategies Upon Student Teacher Learning and Supervisory Practice" (Jerry Summers; Daniel Horton); (18) "Micro-Teaching as a Model for Teacher Education Preparation" (Kenneth F. Jerich); (19) "The Challenge of Thinking in Teacher Education" (Marjorie P. Quimby); (20) "Training Cooperating Teachers Realistically" (Patricia J. Rawson Wheeler); (21) "Using a Research Base To Build a Teacher Education Program" (Nancy L. Quisenberry and others); (22) "What Illinois School Districts Are Doing To Help Beginning Teachers" (Jerry A. Ligon); (23) "Exploratory or Cadet Teaching Programs: The Potential for Teacher Selection and Recruitment" (Robert T. Elamere; Patrick Daunt); (24) "Home Instruction as an Alternative Style of Learning" (D. Eugene Meyer); (25) "Using A Sabbathical to Build Bridges Between Theory and Practice" (Bill Nelson); (26) "Hey, Professor: I'm Different!" (Peg McCardle; Wayne Galler); and (27) "Earthwatch: Dead Men in Chile" (Michael B. Leyden). (JD)

ED 313 371 SP 031 770

Moore, Blaine H. Harris, Bruce R.

An Assessment of Prospective Teachers' Cognitive Knowledge of Appropriate Instructional Strategies for Teaching Letter Sounds to First Grade Children.

Pub Date—Oct 86

Note—23p.; Paper presented at the Annual Convention of the Northern Rocky Mountain Educational Research Association (Missoula, MT, (October, 1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Expository Writing, *Grade 1, Higher Education, Instructional Improvement, *Phonics, Preservice Teacher Education, Primary Education, Questionnaires, *Reading Instruction, *Teaching Methods

Identifiers—*Brigham Young University UT

This study sought to determine whether prospective teachers at Utah's Brigham Young University (BYU) could articulate in writing appropriate instructional strategies for teaching the letter sounds to beginning readers in the first grade. The study was designed to be the first in a series of studies to find out if Elementary Education students are learning appropriate instructional strategies for teaching

phonics. The assumption is made in the study that if a student has a cognitive knowledge of appropriate methods and can articulate that knowledge on paper, there is a high degree of probability the student will be able to implement these strategies in the classroom. A random sample of 26 students responded to a questionnaire developed to assess what teaching strategies a student would use to teach the letter sounds. Since the implicit and explicit approaches to instruction are accepted as the two major ways for teaching phonics, the students were asked to list appropriate teaching strategies for the approach they were taught. Results indicated that the students did not demonstrate the ability to articulate in writing an appropriate knowledge of teaching the letter sounds to their pupils. A copy of the questionnaire is appended. (JD)

ED 313 372 SP 031 771

Moore, Blaine H. Harris, Bruce R.

A Performance Evaluation of College Students' Teaching Strategies To Enhance the Literacy of Children.

Pub Date—Nov 88

Note—27p.; Paper presented at the Annual Convention of the California Educational Research Association (San Diego, CA, November 1988).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Students, Elementary Education, *Evaluation Criteria, Higher Education, *Language Arts, Peer Evaluation, *Performance Tests, Preservice Teacher Education, *Reading Instruction, *Student Teacher Evaluation, Teaching Methods

This project was designed to help college teachers determine and enhance the teaching competence of their students in methods and practicum courses. Traditionally competence has been determined through the use of objective or essay tests. Cognitive knowledge of students may be determined in this manner but the student's ability to apply that knowledge is not adequately measured. The main purpose of this study was to assist the faculty in developing performance tests to measure and enhance their students' ability to teach reading and language arts. The way chosen to assist the professors was to develop prototype performance evaluation instruments to be used in a pilot study, and then report the issues involved with using the instruments. Specifically, the project consisted of three major tasks: (1) conduct a literature review of performance tests used in evaluating student teachers; (2) develop prototype performance tests and strategies to be used in helping college teachers develop performance instruments for their classes; and (3) a discussion of the issues and concerns that arise when implementing performance tests in the on-campus classroom. The discussion includes an analysis of the dynamics of peer evaluation. The evaluation instruments are appended. (JD)

ED 313 373 SP 031 783

Dinhnam, Sarah M.

College Teachers' Thinking and Planning: A Qualitative Study in the Design Studio.

Pub Date—Sep 89

Note—86p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Apprenticeships, *Architectural Education, *Cognitive Processes, *College Faculty, Higher Education, *Individualized Instruction, *Planning, Teaching Methods, Technical Education

This study is concerned with teaching in an apprenticeship setting—the architectural design studio. The research examined teachers' planning, particularly as it focuses upon project assignments. The study yielded information about teachers' conceptual frames for their teaching, the personal aspects of teaching, the teachers' conceptions of students, and the complexities of designing an effective studio assignment and then helping students through a solution. The findings about studio teachers teaching and planning form themselves into three major groupings: (1) patterns of teachers' knowledge and reflections; (2) findings about the academic task; and (3) teaching and learning as a balance of "openings" and "closings." The discussion links these themes with the existing theoretical work on teacher thinking and planning, the teachers' conceptions about the content of their subject, and academic tasks as the vehicle for learning. Explanations are offered which are applicable to other individual-

ized teaching fields, such as apprenticeships in other professional fields, seminar instruction, and thesis advising. (JD)

ED 313 374 SP 031 784

Dinhnam, Sarah M.

Assessment, Accreditation, and Licensure, and

Their Effects upon Teaching and Learning.

Arizona Univ., Tucson. Center for Research on Undergraduate Education.

Pub Date—89

Note—10p.; Paper prepared for presentation at the Annual Meeting of the American Evaluation Association (San Francisco, CA, 1989).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, *Accreditation (Institutions), Architectural Education, *Certification, *Educational Assessment, Engineering Education, Higher Education, Nursing Education, *Professional Education, *Program Evaluation, Teacher Education

This paper focuses on the special considerations affecting professional schools seeking to assess the nature, quality and effects of their undergraduate programs. Advocating a comprehensive effort as the most promising means by which assessment can positively influence teaching and learning, the discussion addresses the unique characteristics of assessment in professional schools, giving special attention to professional program accreditation and licensure of professional school graduates. Examples are cited from nursing, architecture, engineering, and education. An overview is presented of assessment in professional fields and how these assessment efforts tie to the professional schools' accreditation process and licensing procedures. A discussion is offered on how the assessment process in professional schools can be facilitated, how the base provided by licensure and accreditation processes can be used, and how faculties can use assessment to improve teaching and learning. (JD)

ED 313 375 SP 031 785

Policies and Procedures for the Preparation and Operation of Special Experimental Demonstration and Teacher-Training Projects. Bulletin 1860.

Louisiana State Dept. of Education, Baton Rouge.

Bureau of Adult and Community Education.

Pub Date—Apr 89

Note—36p.; Some pages contain small, light type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, *Demonstration Programs, Federal Aid, *Grantsmanship, *Institutions (Training Programs), Pilot Projects, *Proposal Writing

The purpose of the adult education program in Louisiana is to provide for the initiation, maintenance, and expansion of instructional offerings for adults. A minimum of 10 percent of the annual federal allocation is to be used to fund special experimental demonstration projects and teacher-training grants. This monograph provides detailed information on the preparation and presentation of proposals for obtaining grants for these programs. Information is given on: (1) statewide priorities for special projects; (2) statutes and regulations; (3) eligible applicants; (4) announcement of availability of funds; (5) preparation of proposals; (6) board resolution; (7) submission of proposals; (8) duration of project; (9) review procedure; (10) distribution of funds and personnel information; (11) exhibits and publicity; and (12) report requirements of grantees. Examples of required forms are provided as exhibits. (JD)

ED 313 376 SP 031 791

Klug, Beverly J.

Real World Implementation of Induction or Mentoring Programs for Beginning Teachers.

Pub Date—[88]

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Beginning Teachers, Conflict Resolution, Elementary Secondary Education, *Mentors, Peer Relationship, *Program Attitudes, *Program Implementation, Teacher Attitudes, *Teacher Orientation

Identifiers—*Beginning Teacher Induction

This paper discusses the stages that are involved in implementing an induction or mentoring program for beginning teachers in public school districts. (1)

sketicism and some reluctance to become involved—the initial reaction from all parties, i.e., administrators, beginning teachers, and mentors; (2) acceptance—during this period, there is general consensus from all participants that the program is not going to go away and some good may come of it; (3) resolution—there has been enough experience with the new program for all to begin to acknowledge the benefits they perceive to accrue; and (4) commitment—participants in the program are convinced of the need to provide assistance to beginning teachers. It is pointed out that it takes time for participants to realize how much gain can be achieved through induction/mentor programs, and experience with the program for individuals and groups as a whole to become fully committed. (JD)

ED 313 377 SP 031 793

Palmer, Gary K., Ed. Giles, Scott B., Ed. Intermountain Leisure Symposium Proceedings (10th, Provo, Utah, November 16, 1989). Brigham Young Univ., Provo, Utah.

Pub Date—89
Note—115p.; For related document, see ED 289 861.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Employment Interviews, *Family Life, Leadership Styles, *Leisure Time, *Parks, *Recreational Activities, *Research Needs, State Standards, Turf Management

The following papers were among those presented at the symposium hosted by Brigham Young University: (1) "Situational Leadership Styles of Four Recreation and Sport Supervisors Using a Time Series Design" (Maurice Phipps, and others); (2) "Backpacking Sitting Down: Reminiscences from the Great Siberian Railroad" (Daniel L. Dustin); (3) "The Relationship of Family Recreational Patterns Marital Quality" (Dianne S. Smith); (4) "Do You Have 'The Right Stuff' to Be an Entrepreneur" (John Crossley, Taylor Ellis); (5) "National Standards in the Pricing of Public Parks and Recreational Services" (Craig W. Kelsey); (6) "State Parks and Recreation Areas: The Development of Some Comparative Measures" (Craig W. Kelsey); (7) "Whitewater Use of the Colorado River in Grand Canyon National Park" (Lawrence A. Beck); (8) "Project I.B.I.M. I Believe in Me" (Karen Floyd-Radmal, Sandra Negley); (9) "The Need for Trained Coaches in Recreational Sports Programs" (Hal Potter); (10) "Motivational Differences for Pleasure Travel Across the Lifespan" (Michael A. Schuett, and others); (11) "You Can't Ask That! Illegal and Inappropriate Questions for Pre-Employment Interviews" (Janna S. Rankin); (12) "Management Matters—New Age Motivation Strategies to Enhance Employee Potential" (Andrea Phillips); and (13) "A Look at a Program to Increase Writing Competencies and Interpretation of Research" (Raymond A. Moore). (JD)

ED 313 378 SP 031 796

Packard, Richard D. Dereshiwnsky, Mary I. An Integrative Model for Teaching Research Design.

Pub Date—20 Oct 89
Note—7p.; Paper presented to the AERO fall conference (Mesa, AZ, October 20, 1989).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Collection, Educational Research, Higher Education, Predictor Variables, *Research Design, *Research Problems, *Scientific Methodology

This paper presents a model which illustrates the cyclical and interactive nature of the basic elements of the research design process. Rather than presenting each research design component in isolation, the model emphasizes their interrelationships. A brief discussion is presented on each of the following components of the model: (1) the "words" of research design—concepts, constructs, variables, and operational definitions; (2) observations and data collection—issues related to subject selection and measurement; (3) instrumentation—issues related to reliability and validity assessment; and (4) data analysis—issues related to scales of measurement. The summary discusses the integrative and holistic nature of the research process. (JD)

ED 313 379 SP 031 817

Sroka, Stephen R. Educator's Guide to AIDS and Other STD's.

Pub Date—89

RIE APR 1990

Note—105p.

Available from—Health Education Consultants, 1284 Manor Park, Lakewood, Ohio 44107 (\$28.75).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Acquired Immune Deficiency Syndrome, *Communicable Diseases, Decision Making, *Drug Abuse, Elementary Secondary Education, *Health Education, Lifestyle, *Sex Education, Student Attitudes, *Student Behavior

This guide is a comprehensive resource to teach about acquired immune deficiency syndrome and other sexually transmitted diseases (STDs) from kindergarten to college. It uses an activity-oriented behavioral approach to teaching prevention strategies within a communicable disease conceptual framework which is easily implemented into all schools. The goal of the guide is to provide methods and materials to help educators assist students gain the knowledge and skills needed for realistic decision making regarding STDs while emphasizing drug use prevention. The guide stresses behavioral skills such as assertiveness, and stress management to help students gain self-esteem and self-control to avoid risk taking behaviors. (JD)

TM

ED 313 380 TM 013 971

Han, Jong-ha And Others A Study on the Development of Cognitive and Affective Characteristics of Korean Secondary School Students.

Korean Educational Development Inst., Seoul.

Report No.—RR-82-13

Pub Date—Dec 83

Note—195p.; Translated by Kyung-hae Schwartz and Robert Alan Schwartz.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Adolescent Development, *Affective Behavior, Affective Measures, *Cognitive Development, Cognitive Processes, Curriculum Development, Developmental Stages, English (Second Language), Foreign Countries, Formal Operations, Objective Tests, Piagetian Theory, Questionnaires, Secondary Education, Secondary School Curriculum, *Secondary School Students

Identifiers—Free Response Test Items, *South Korea

The cognitive development and affective development of Korean secondary school students were studied to obtain information for the development of curricula and texts, particularly for teaching the English language. Subjects responding to objective tests included 3,164 male and female students from 54 classes of 18 middle schools, and 1,981 male and female students from 36 classes of 18 high schools. Subjects responding to free response questionnaires included 201 male and female students from 54 classes of 18 middle schools, and 180 male and female students from 36 classes of 18 high schools. To study cognitive and affective development, researchers used: (1) student diaries and compositions; (2) a student concerns questionnaire; (3) two compositions and a standardized test for determining interests; (4) a standardized diagnostic test and the Thematic Apperception Test (TAT) to determine needs; (5) a values test; and (6) a semantic differential for self. Research data suggest that most students never reached the late formal operational stage of cognitive development identified by Piaget, remaining in the early formal operational stage or the late concrete operational stage. This finding has important implications for curriculum and text development, and highlights the need for learning through concrete means. Data on affective characteristics illustrate the importance of recognizing the emotional, social, and philosophical problems that students confront. Seventy-eight tables and 9 figures provide study data. (SLD)

ED 313 381 TM 014 117

Kish, Leslie DEFFs: Why, When and How? A Review.

Pub Date—Aug 89

Note—5p.; Paper presented at the Annual Meeting of the American Statistical Association (Washington, DC, August 6-10, 1989).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Software, *Error of Measurement, Mathematical Models, *Research Design, *Sampling, Statistical Inference, *Surveys

Identifiers—*Design Effects Computing Packages, Homogeneity of Variance, *Variance (Statistical)

A brief, practical overview of "design effects" (DEFFs) is presented for users of the results of sample surveys. The overview is intended to help such users to determine how and when to use DEFFs and to compute them correctly. DEFFs are needed only for inferential statistics, not for descriptive statistics. When the selections for surveys are not simple random selections, DEFFs are needed for pooling or averaging sampling errors. In addition to internal uses of sampling errors, four external uses and four cases for which DEFFs are not sufficient are discussed. Finally, DEFFs to differences distinguishing the average cluster size from the average homogeneity of elements with primary clusters are addressed. DEFFs and ratios of homogeneity serve researchers' needs for: averaging for greater precision; economizing on computations or presentation; or borrowing from other survey samples. (TJH)

ED 313 382 TM 014 132

Mertens, Donna M. Evaluating a Program for Hearing Impaired Adolescents from a Cross-Cultural Perspective.

Pub Date—89

Note—14p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Career Exploration, Cross Cultural Studies, Formative Evaluation, *Hearing Impairments, Marine Education, *Program Evaluation, Science Instruction, Secondary Education, Student Reaction, Teacher Response, *Workshops

Identifiers—*Young Scholars Project in Marine Science

A cross-cultural framework was applied to the results of the Young Scholars Project in Marine Science, a 4-week workshop for 14 hearing impaired adolescents (aged 13 to 19 years) that was funded by the National Science Foundation. Eight of the students were preparing to enter the eighth or ninth grade in high school and the other six were preparing to enter the 10th or 11th grade. The workshop was designed to enhance participants' knowledge and exposure to science as a career in order to encourage a greater number of disabled individuals to enter science careers. The cross-cultural framework used was described by C. E. Cortes (1986) in his analysis of social and cultural factors in minority education. The approach to data collection combined qualitative and quantitative methods. Program documents were reviewed and data were collected from the students and the 11 staff members through interviews, questionnaires, and observation. Since this was the first year of a 2-year project, the evaluation focused on formative aspects and was conducted throughout the planning and implementation phases of the project. Generally, students' affective responses to the workshop were positive. The staff felt a high level of frustration and identified the major problems as resulting from the heterogeneity of the students, discipline problems, ineffective instructional methods, disorganization, lack of communication, and staff burnout. Societal, educational, and instructional elements and student qualities are discussed as factors affecting program outcome. An outline associating evaluation questions and the data collection plan is included. (TJH)

ED 313 383 TM 014 134

Janesick, Valerie J. Stages of Developing a Qualitative Evaluation Plan for a Regional High School of Excellence in Update Year.

Pub Date—Oct 89

Note—28p.; Paper prepared for the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academically Gifted, Educational Assessment, Ethnography, *Evaluation Methods, *Excellence in Education, High Schools, Pilot

Projects, Public Schools, Qualitative Research, *Regional Schools, *School Effectiveness, Talent Identifiers—*New York (Upstate), *Regional High School of Excellence NY

A qualitative evaluation related to the creation of a Regional High School of Excellence (RHSE) in upstate New York is described. The focus is on a summer pilot study of the RHSE conducted while the continuation of the project was jeopardized by proposed budget cuts. The stages of development, problems involved in passing the proposal through the bureaucracy, and issues raised about designing an evaluation for clients who may not implement the evaluation are discussed. The evaluation described was requested/commissioned by the Albany-Schenectady Schoharie Bureau of Occupational and Educational Services located in Albany (New York). The RHSE, a pilot project for gifted and talented students in all academic subjects, is expected to open over the next 5 years. Evaluation design stages addressed conceptualization, rationale for choice of methods, training issues, monitoring the processes involved with clients, and post-implementation strategies for survival. The evaluation plan had a strong documentary focus involving interviews, documents, life histories, teacher journals, student journals, and surveys (including parent involvement surveys). Ethnographic techniques and the use of numerous methods were central to the evaluation design's organization. The evaluation design encompassed resource inputs, processes or activities, and outcomes as compared to objectives. A detailed outline of action components of the qualitative evaluation plan of the school before, during, and after the program was developed; and various evaluation strategies were pilot tested. The aforementioned budget cuts resulted in a postponement of the school project. The life history in teaching survey, teacher evaluation survey, and parents survey instruments are included. (TJH)

ED 313 384

TM 014 135

Hill, Christine

Predictors of Seventh-Grade Mathematics Achievement.

Pub Date—Oct 89

Note—35p; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 5-7, 1989).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability Grouping, Algebra, Grade 6, *Grade 7, *Grade Prediction, Junior High Schools, *Junior High School Students, *Mathematics Achievement, Mathematics Tests, Predictive Measurement, *Predictor Variables, Sex Differences, Teacher Expectations of Students, Test Results

Identifiers—Kern High School District ID

A study involving 233 seventh-grade students (123 females and 110 males) attending a metropolitan southeastern Idaho junior high school was conducted to determine predictors of seventh-grade mathematics achievement. The seventh-grade mathematics program consisted of 11 classes of four ability groups. The classes included a pre-Algebra class, four exploring classes, four general classes, and two basic classes. Predictor variables assessed included mathematics scores on the Iowa Tests of Basic Skills (ITBS) and the Kern High School District Test of Mathematics Achievement, sixth-grade mathematics grades teacher recommendations, and gender. Seventh-grade mathematics achievement was measured by student course grades and end-of-the-year achievement test scores. Analyses involved the use of multiple regression techniques. Results show that all variables but the ITBS total mathematics score were significantly correlated with seventh-grade first semester percentage grade. A composite set of eight predictors accounted for approximately 71% of the variance in achievement test scores. Implications for achievement prediction, grading systems, and ability grouping are discussed. Seven data tables are included. (TJH)

ED 313 385

TM 014 136

Rodwell, Frankie G. Deal, Sterling G.

Facilitating the Operationalization of Evaluation Recommendations.

Virginia State Dept. of Transportation, Richmond. Research Council.

Pub Date—Oct 89

Note—16p; Paper prepared for the Annual Meeting of the American Evaluation Association (San

Francisco, CA, October 19-21, 1989).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Evaluation, Decentralization, *Evaluation Utilization, Feedback, Formative Evaluation, Human Resources, Interviews, Management Development, Needs Assessment, Organizational Change, *Organizational Communication, Qualitative Research, *Self Evaluation (Groups), *State Agencies

Identifiers—*Virginia State Department of Transportation

This paper describes the means by which an in-house evaluation for the Virginia Department of Transportation (VDOT) was constructed to facilitate communication among different levels of the agency. The VDOT underwent a decentralization process, beginning in 1986, under the direction of a decentralization committee. In early 1989, a qualitative study consisting of interviews with administrators involved in the most basic geographic/administrative component of the agency, the "residency," was undertaken. Feedback was elicited from interviewees throughout the development of the report. Eight functions common to each residency unit were identified, and it was determined that the role of the administrative head of the unit was in transition from engineer to manager. Recommendations for management philosophy, management training, and resource needs assessment were developed to respond to this transition; and three task groups were established to deal with the three recommendations, respectively. In addition, subgroups were assigned to assessing the physical needs of individual residencies and personnel needs in the area of accounting, data management, and human resources. The processes and results of the study reveal the effectiveness of involving all levels of the organization in the evaluation process. (TJH)

ED 313 386

TM 014 137

Schiano, Diane J. Borch, Don

A New Strategy for Studying Spatial Aptitude.

Pub Date—[89]

Note—7p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Testing, Computer Software, Databases, Encoding (Psychology), *Problem Solving, *Spatial Ability, Technological Advancement, *Test Construction

Identifiers—*Analogy Test Items, BASIC Programming Language, Cognitive Abilities Test, Expertise, *Spatial Tests

An expert/novice paradigm is applied to the development of a computer-assisted test of spatial aptitude. The qualitative differences in encoding and solution strategies between high and low "spatial" were demonstrated. Initial efforts focused on the ubiquitous figure analogy test ("A:B:C:D"). Converging evidence from a variety of standard tests indicates that high scorers encode figures more flexibly, apply spatial transformations more holistically, and attempt to solve problems in a more "top-down" manner than do low scorers, but pilot results also suggest that at least some of these skills may be trainable. A new methodology has been developed to computerize testing and training in future research. Figure analogy problems from the Cognitive Abilities Test were photoduplicated for use in combination with a program, called "ANALOGY," written in AmigaBASIC. The resulting test procedure has a great deal in common with the subject-controlled "moving window" technique now commonly seen in text comprehension literature. The procedure allows the subject complete freedom in selecting what to view and when to view it. The computerized procedure constitutes a clear advance over paper-and-pencil tests and standard reaction-time studies, since it yields a rich database gathered under unobtrusive yet controlled conditions. In addition to overall speed and accuracy of solution, the database program provides for direct assessment of specific problem term encoding and comparison times and of global solution strategies. The general-purpose program is easily modified and allows for a feedback option. This research tool will be applied to a variety of subject populations and training conditions. (TJH)

ED 313 387

TM 014 139

Clariano, Roy B. Smith, Lana J.

Comparative Effects of Ability and Feedback Form in Computer-Assisted Instruction.

Pub Date—Nov 89

Note—9p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Ability, Comparative Analysis, *Computer Assisted Instruction, Education Majors, *Feedback, *Graduate Students, High Achievement, Higher Education, Low Achievement

Identifiers—*Answer Until Correct, *Knowledge of Correct Response

A study involving 50 experimental and 99 control subjects (graduate education majors) was undertaken to assess the interchangeability of knowledge of correct response feedback (KRC) and answer until correct feedback (AUC) in computer-assisted instruction. P. L. Smith's model (1988) suggests that AUC is better for high-ability students. W. Dick and R. Latta (1970) found AUC to be better for high-ability students and KRC to be better for low-ability students. The study was designed to determine whether high-ability students benefit most from the deeper processing required by AUC, while low-ability students perform best with KRC, which requires less processing. Experimental subjects were randomly assigned to a AUC or KRC treatments, resulting in a 2 (treatment: AUC or KRC) by 2 (ability: low or high) factorial design. One week later, the subjects took an identical posttest that provided the final exam score for the course. Analysis of covariance revealed that low-ability students performed best with KRC, while high-ability students performed best with AUC. The interaction between ability and feedback form was significant. These findings suggest that low-ability students should be provided with KRC and high-ability students should receive AUC. The study also provides support for Smith's model of feedback by learner ability. Three data tables and three figures are included. (TJH)

ED 313 388

TM 014 143

Engelhard, George, Jr.

Historical Views of the Concept of Invariance and Measurement Theory in the Behavioral Sciences.

Spons Agency—National Academy of Education, Washington, D.C.

Pub Date—Mar 89

Note—51p; An earlier version of this paper was presented at the International Objective Measurement Workshop (5th, Berkeley, CA, March 1989).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavioral Sciences, Behavior Theories, Item Analysis, Item Sampling, *Latent Trait Theory, *Measurement, Qualitative Research, Science History

Identifiers—*Invariance Principle, Item Calibration, *Item Invariance, Rasch Model

A historical perspective on and substantive review of the concept of invariance are provided. Progress made toward solving measurement problems related to invariance is also assessed. Two major classes of invariant measurement are described: (1) sample-invariant item calibration; and (2) item-invariant measurement of individuals. The work of S. S. Stevens is used to help clarify the concept of invariance. The importance of invariance as a key measurement concept is then illustrated via the measurement theories of E. L. Thorndike, L. L. Thurstone, and G. Rasch. The study methodology uses quotations and original figures to illustrate how these researchers addressed measurement problems related to invariance. A comparison and discussion of these three researchers' theories of measurement are presented in terms of their contributions to the solution of problems related to the concept of invariance. Rasch's research is seen as the means by which the issues raised by the other two researchers were resolved. A case is made for viewing invariance as a fundamental aspect of measurement in the behavioral sciences. Invariance appears to be essential in order to realize the advantages of objective measurement. A 58-item list of references, one table, and five figures are included. (TJH)

ED 313 389

TM 014 155

The National Longitudinal Study of the High School Class of 1972 (NLS-72), Fifth Follow-Up (1986). Teaching Supplement Data File [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000057

Pub Date—87

Contract—300-84-0169

Note—For documentation pertaining to this data file, see ED 292 891. For related data file, see TM 014 156.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102)—Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—*Databases, Elementary School Teachers, Elementary Secondary Education, Follow-up Studies, *Graduate Surveys, *High School Graduates, Longitudinal Studies, Mail Surveys, *National Surveys, *Occupational Surveys, Online Systems, Questionnaires, Secondary School Teachers, Statistical Data, Teacher Attitudes, Teacher Background, Teacher Education, Teacher Motivation, Vocational Aptitude

Identifiers—National Longitudinal Study High School Class 1972, *Teacher Supplement Data File, Teacher Surveys

The National Longitudinal Study of the High School Class of 1972 (NLS-72) Teaching Supplement Data File (TSDF) is presented. Data for the machine-readable data file (MDRF) were collected via a mail questionnaire that was sent to all respondents (N=1,517) to the fifth follow-up survey who indicated that they had a teaching background or training to be teachers. A total of 1,449 questionnaires were mailed. The questionnaire focused on the qualifications, experience, and attitudes of current and former elementary and secondary school teachers and on the qualifications of persons who had completed a degree in education or certification, but who had not taught. The data file consists of 1,147 records. The data can be analyzed with both Statistical Analysis System (SAS) and Statistical Package for the Social Sciences (SPSS). The Teaching Supplement data tape contains four related files: the raw data file (randomized identification number, questionnaire data, and the teaching supplement weight); the record layout for the raw data file; SAS control cards; and SPSS-X control cards. The files are designed to be used as a weighted data set in all kinds of analyses, and can be used to investigate some of the following policy issues related to teacher quality and retention: (1) ways to attract potential teachers to the profession; (2) how to match teachers' assignments with their academic training; (3) teachers' working conditions; (4) teacher satisfaction with their jobs; and (5) the main incentives and disincentives for teachers remaining in the profession. A user's manual is available. POPULATION: High School Class of 1972. TYPE OF SURVEY: Longitudinal Survey; National Survey; Follow-up Survey. SAMPLE: Fifth Follow-up Respondents (1,517) with teaching experience or training. RESPONDENTS: Elementary and Secondary School Teachers (1,038); Non-teachers (109). RESPONSE RATE: Teachers and Non-teachers (1,147=86%). FREQUENCY: Once. YEAR OF EARLIEST DATA: 1986. (SLD)

ED 313 390 TM 014 156

The National Longitudinal Study of the High School Class of 1972 (NLS-72), Fifth Follow-Up (1986) Data File [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000059

Pub Date—87

Contract—300-84-0169

Note—For documentation pertaining to this data file, see ED 292 890. For a related data file, see TM 014 155.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102)—Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—*Databases, Family Characteristics, *Followup Studies, *High School Graduates, *Longitudinal Studies, *National Surveys, Online Systems, Questionnaires, Secondary Education,

Statistical Analysis, Statistical Data, *Teacher Attitudes

Identifiers—National Longitudinal Study High School Class 1972

This machine-readable data file (MDRF) contains information from the fifth follow-up survey of the National Longitudinal Study of the High School Class of 1972. The survey was carried out along with the third survey of the High School and Beyond Study. The fifth follow-up data file consists of 12,841 records. The data tape contains information on the experiences and attitudes of a sample of teachers for whom an extensive history already existed. It consists of the following files: the raw data file (randomized identification number; fifth follow-up questionnaire data; and fifth follow-up flags, composites, and weights); the record layout for the raw data file; Statistical Analysis System control cards; and Statistical Package for the Social Sciences (SPSS-X) control cards. The questionnaire included: (1) a survey of attitudes toward the teaching profession; (2) questions on family structure, marital, and economic status; and (3) attitude questions about self-esteem, job satisfaction, satisfaction with educational experiences, and participation in community affairs. A user's manual is available for the data file. A supplementary survey investigated attitudes and experiences of teachers or those who qualified to be teachers; these data are reported on a separate data tape. POPULATION: High School Graduates (14,499). TYPE OF SURVEY: Longitudinal Survey; National Survey; Follow-up Survey. RESPONDENTS: High School Graduates (12,841). RESPONSE RATE: High School Graduates (89%). FREQUENCY: Once. YEAR OF EARLIEST DATA: 1986. (SLD)

ED 313 391 TM 014 157

High School and Beyond: School Questionnaire Codebook, Version I.

National Opinion Research Center, Chicago, Ill. Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Pub Date—Jan 81

Contract—300-78-0208

Note—179p. For the data file, see TM 014 158. Print is marginally legible.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Administrators, Catholic Schools, Courses, Databases, Federal Programs, Financial Support, High Schools, *Institutional Characteristics, *Longitudinal Studies, *National Surveys, Online Systems, Private Schools, Public Schools, *Questionnaires, School Funds, School Organization, *School Surveys, Statistical Surveys, Teacher Characteristics

Identifiers—*High School and Beyond (NCES)

High School and Beyond is a national longitudinal study of the cohorts of 1980 high school seniors and sophomores in the United States. The School File, a data tape, contains questionnaire response data provided by administrators from 988 public, Catholic, and private schools. The file focuses on a number of school characteristics, including: (1) type and organization; (2) faculty composition; (3) instructional programs; (4) course offerings; (5) specialized programs; (6) participation in Federal programs; (7) funding sources; (8) teacher organizations; and (9) grading systems. This codebook provides information about the School File to assist the user in working with the data. A total of 231 tables contain each original question from the questionnaire, the variable (item) name, variable label, and tape positions for particular pieces of information. The School Questionnaire, which consists of 65 questions, is provided, along with the frequency count for the sample. (SLD)

ED 313 392 TM 014 158

High School and Beyond Class of 1980 School Data File [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000007

Pub Date—81

Note—For the documentation pertaining to this data file, see TM 014 157.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102)—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—*Administrators, Catholic Schools, Courses, *Databases, Federal Programs, Financial Support, High Schools, *Institutional Characteristics, *Longitudinal Studies, *National Surveys, Online Systems, Private Schools, Public Schools, Questionnaires, School Funds, School Organization, *School Surveys, Statistical Data, Teacher Characteristics

Identifiers—*High School and Beyond (NCES)

High School and Beyond is a national longitudinal study of the cohorts of 1980 high school seniors and sophomores in the United States. The School File, a machine-readable data file (MRDF) contains questionnaire response data provided by administrators from 988 public, Catholic, and private schools. The file focuses on a number of school characteristics, including type and organization; faculty composition; instructional programs; course offerings; specialized programs; participation in Federal programs; funding sources; teacher organizations; and grading systems. The questionnaire contained 65 questions, and the file has 988 records. The tape consists of four files: (1) the school data file; (2) the machine-readable codebook; (3) the Statistical Analysis System control card file; and (4) the Statistical Package for the Social Sciences control card files. A codebook is available to assist data users. POPULATION: Public High Schools; Private High Schools; Catholic High Schools. TYPE OF SURVEY: National Survey; Longitudinal Survey. SAMPLE: Public, Private, and Catholic High Schools (1988). RESPONDENTS: Administrators. FREQUENCY: Once. YEAR OF EARLIEST DATA: 1980. (SLD)

ED 313 393 TM 014 159

High School and Beyond: Revised Parent Questionnaire Codebook (Revised Parent Analysis File), Contractor Report.

Institute for Demographic and Economic Studies, Inc., New Haven, Conn.; National Opinion Research Center, Chicago, Ill.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-84-223

Pub Date—Sep 84

Contract—300-78-0208; 300-82-0307

Note—242p. For the data file, see TM 014 160. The first version of the file was released in August 1981. Print is marginally legible.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Academic Aspiration, Career Choice, Databases, *Family Characteristics, Financial Support, Grade 10, Grade 12, High Schools, High School Seniors, *High School Students, Longitudinal Studies, *National Surveys, Occupational Aspiration, Online Systems, Parent Attitudes, *Parents, Parent Student Relationship, Post-secondary Education, *Questionnaires, Statistical Surveys

Identifiers—*High School and Beyond (NCES)

The Parent Survey of High School and Beyond is a study of the parents of 1980 high school seniors and sophomores in the United States conducted in 1980 as part of a national study of these cohorts of students which was intended to follow them through their early adulthood. The revised file contains data from the parents of 3,367 sophomores and 3,197 seniors from 307 high schools selected from the High School and Beyond Class of 1980 sample. Each record includes information on: (1) parents' aspirations and plans for their children's post-secondary education; (2) information on family assets and debts; (3) sources of income; (4) type of employment; (5) marital status; (6) educational attainment; (7) ethnic background; and (8) language spoken at home. This revised file augments the first version with 22 additional variables, half of which are measures of income and wealth. The questionnaire contained 58 questions common to parents of seniors and sophomores, and a total of 74 questions for the parents of seniors and 68 for the parents of sophomores. This codebook provides comprehensive information to aid the user working with the data. For each questionnaire item, a variable label and the response categories are printed along with the frequency count for the total samples. If the question is comparable to one in the student questionnaire, that information is included. The Parent

162 Document Resumes

Questionnaire is provided. (SLD)

ED 313 394 TM 014 160
High School and Beyond Revised Parent Analysis File [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000010

Pub Date—84

Note—For documentation pertaining to this file, see TM 014 159.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102)—Numerical/Quantitative Data (110)—Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Academic Aspiration, Career Choice, *Databases, Educational Attainment, *Family Characteristics, Federal Programs, Financial Support, Grade 10, Grade 12, High Schools, High School Seniors, *High School Students, Longitudinal Studies, *National Surveys, Occupational Aspiration, Online Systems, Parent Attitudes, *Parents, Parent Student Relationship, Postsecondary Education, Statistical Data

Identifiers—*High School and Beyond (NCES), *Parent Analysis File (Revised)

The Parent Survey of High School and Beyond is a study of the parents of 1980 high school seniors and sophomores in the United States conducted in 1980 as part of a national study of these cohorts of students which was intended to follow them through their early adulthood. The revised machine-readable data file (MRDF) Parent Analysis File (PAF) contains data from questionnaires completed by a national sample of parents of 3,367 sophomores and 3,197 seniors from 312 high schools selected from the High School and Beyond Class of 1980 sample. Each record includes information on parents' aspirations and plans for their children's postsecondary education; information on family assets and debts; sources of income; type of employment; marital status; educational attainment; ethnic background; and language spoken at home. This revised file augments the first version with 22 additional variables, half of which are measures of income and wealth. The PAF contains 6,564 records. The tape has three files: (1) parent data file; (2) the Statistical Package for the Social Sciences control cards; and (3) the machine-readable codebook. A bound codebook is also available. POPULATION: High Schools (1,015); High School Sophomores (30,263); High School Seniors: 28,465. TYPE OF SURVEY: National Survey; Sample Survey. SAMPLE: High Schools (312); High School Seniors (3,547); High School Sophomores (3,654). RESPONDENTS: Parents of High School Seniors and Sophomores (6,564). RESPONSE RATE: High School Sophomores (3,367—92%); High School Seniors (3,197—90%). FREQUENCY: Once. YEAR OF EARLIEST DATA: 1980. YEAR OF LATEST DATA: 1981. (SLD)

ED 313 395 TM 014 161
High School and Beyond: Language File Code Book.

National Opinion Research Center, Chicago, Ill. Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Pub Date—80

Note—68p. For the data file, see TM 014 162.

Pub Type—Guides - Non-Classroom (055)—Tests/Questionnaires (160)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Education Programs, Databases, *English (Second Language), Grade 10, Grade 12, High Schools, *High School Students, *Language Proficiency, Limited English Speaking, Longitudinal Studies, Mail Surveys, *National Surveys, Non English Speaking, Online Systems, Questionnaires, Second Language Instruction, Second Language Programs, *Second Languages, Statistical Surveys

Identifiers—*High School and Beyond (NCES), Student Surveys

High School and Beyond is a national longitudinal study of the cohorts of 1980 high school seniors and sophomores in the United States, intended to provide information through the early adulthood of these students. The Language File contains data on

each student who responded that he or she had experience in a language other than English in the High School and Beyond base year survey in 1980. It includes 11,303 records with information on: (1) childhood languages; (2) current language spoken; (3) the most important language; (4) number of languages used; (5) English or non-English comprehension; and (6) use of non-English language at home. Data are also presented on whether students received instruction in elementary and secondary schools for students for whom English is not the primary language, as well as whether they took cultural history courses related to the primary language. The questionnaire contained 23 questions, with 42 variables for each student. The codebook provides information to aid in the use of this data. For each questionnaire item, the question and response categories are printed along with the frequency count for the total subset of students. The question numbers from the sophomore and senior identification pages are also included. Sample items are provided that contain the original question number, variable identifier, variable label, and tape position of specific pieces of information. The complete questionnaire is provided. (SLD)

ED 313 396 TM 014 162
High School and Beyond: Language File [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000009

Pub Date—80

Note—For documentation pertaining to this file, see TM 014 161.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102)—Numerical/Quantitative Data (110)—Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—*Databases, *English (Second Language), Grade 10, Grade 12, High Schools, *High School Students, *Language Proficiency, Limited English Speaking, Longitudinal Studies, *National Surveys, Non English Speaking, Online Systems, Questionnaires, Second Language Instruction, Second Language Programs, *Second Languages, Statistical Data

Identifiers—*High School and Beyond (NCES)

High School and Beyond is a national longitudinal study of the cohorts of 1980 high school seniors and sophomores in the United States, intended to provide information through the early adulthood of these students. The machine-readable data file (MRDF) Language File contains data on each student who responded that he or she had experience in a language other than English in the High School and Beyond base-year survey in 1980. It includes 11,303 records with information on childhood languages; current language spoken; the most important language; number of languages used; English or non-English comprehension; and use of non-English language at home. Data are also presented on whether students received instruction in elementary and secondary schools for students for whom English is not the primary language, as well as whether they took cultural history courses related to the primary language. The data tape consists of: (1) the language questionnaire information file; (2) a Statistical Package for the Social Sciences control card file; and (3) a machine-readable codebook. The first variables on the file are a random four-digit school code and a two-digit student code. The school code is used to group students from the same school. The school code and the student code together form a unique code for identifying individual records. The codebook is also available as a bound volume. POPULATION: High School Sophomores (3,779,288); High School Seniors (3,040,000). TYPE OF SURVEY: National Survey; Longitudinal Survey; Sample Survey. SAMPLE: High School Sophomores and Seniors (11,303). RESPONDENTS: High School Sophomores and Seniors. RESPONSE RATE: High School Sophomores and Seniors (11,303—100%). FREQUENCY: Once. YEAR OF EARLIEST DATA: 1980. (SLD)

ED 313 397 TM 014 163
High School and Beyond Information for Users, Base Year (1980) Data. Version 1, December 1980.

National Opinion Research Center, Chicago, Ill. Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Pub Date—Dec 80

Contract—300-78-0208

Note—351p. For the data file, see TM 014 164.

Print is marginally legible.

Pub Type—Guides - Non-Classroom (055)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Databases, Educational Experience, Extracurricular Activities, Grade 10, Grade 12, High Schools, High School Seniors, *High School Students, Leisure Time, *Longitudinal Studies, *National Surveys, Online Systems, Private Schools, Public Schools, School Activities, Statistical Surveys, *Student Attitudes, Work Experience

Identifiers—*High School and Beyond (NCES), *Student Surveys

High School and Beyond is a national longitudinal study of the cohorts of 1980 seniors and sophomores in the United States, intended to provide information on these students through early adulthood. It is part of a program of national longitudinal studies of American youth initiated in 1972. This base year student file includes information on 58,270 students from 1,015 public and private schools. The senior questionnaire contained 121 questions; the sophomore questionnaire contained 114 questions. The file includes information on: (1) personal background; (2) education; (3) work experiences; (4) postsecondary plans and aspirations; (5) school activities; (6) attitudes; and (7) verbal and non-verbal cognitive test scores from a nine-part battery for seniors and a seven-part battery for sophomores. This codebook contains information to help users working with the data. Each item presented in the codebook contains an item indicator (a sequential number indicating the order of the items on the tape), tape position of each item, and variable identifier (either a three-part descriptor that identifies a questionnaire item/composite or a mnemonic identifier for the remaining variables) for particular pieces of information. For each questionnaire item, the question and its response categories are included, along with the frequency count for the total sample. All other High School and Beyond data files can be merged with this student file. (SLD)

ED 313 398 TM 014 164
High School and Beyond Student File (Base Year 1980) [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000002

Pub Date—80

Note—For documentation pertaining to this file, see TM 014 163.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102)—Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—*Databases, Educational Experience, Extracurricular Activities, Grade 10, Grade 12, High Schools, High School Seniors, *High School Students, Leisure Time, *Longitudinal Studies, *National Surveys, Online Systems, Private Schools, Public Schools, School Activities, Statistical Data, *Student Attitudes, Work Experience

Identifiers—*Base Year Student File 1980, *High School and Beyond (NCES)

High School and Beyond is a national longitudinal study of the cohorts of 1980 seniors and sophomores in the United States, intended to provide information on these students through early adulthood. This base year student file, a machine-readable data file (MRDF), is the first information available from the study. It includes information on 58,270 students from 1,015 public and private schools. The senior questionnaire contained 121 questions; the sophomore questionnaire contained 114 questions. The file includes information on personal background; education; work experience; postsecondary plans and aspirations; school activities; attitudes; and verbal and non-verbal cognitive test scores from a nine-part battery for seniors and a seven-part battery for sophomores. The tape includes four parts: (1) student data file; (2) machine-readable codebook; (3) Statistical Analysis System control card file; and (4) Statistical Package for the

Social Sciences control card file. The codebook is also available as a bound volume. **POPULATION:** High Schools (24,725); High School Sophomores (3,779,288); High School Seniors (3,040,000). **TYPE OF SURVEY:** National Survey; Sample Survey; Longitudinal Survey. **SAMPLE:** High Schools (1,122); High School Sophomores (35,723); High School Seniors (34,981). **RESPONDENTS:** High Schools (1,015); High School Seniors (28,240); High School Sophomores (30,030). **RESPONSE RATE:** High Schools (1,015=90.5%); High School Sophomores (30,030=84%); High School Seniors (28,240=80.5%). **FREQUENCY:** Periodic. **YEAR OF EARLIEST DATA:** 1980. (SLD)

ED 313 399 TM 014 165

Jones, Calvin And Others
National Longitudinal Study of the High School Class of 1972. Postsecondary Education Transcript Study Data File User's Manual. Contractor Report.

National Opinion Research Center, Chicago, Ill. Spont Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—CS-86-221

Pub Date—Aug 86

Contract—300-83-0288

Note—525p. For the data file, see TM 014 166.

Pub Type—Guides - Non-Classroom (055) — Numerical/Quantitative Data (110)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors: Academic Records, College Credits, College Students, Courses, Databases, Degrees (Academic), Enrollment, Grades (Scholastic), High School Graduates, Longitudinal Studies, Majors (Students), National Surveys, Online Systems, Postsecondary Education, Statistical Surveys

Identifiers: National Longitudinal Study High School Class 1972, Postsecondary Education Transcript Study

The codebook for the Postsecondary Education Transcript File of the National Longitudinal Study of the High School Class of 1972 (NLS-72), which is a machine-readable data file containing information on transcripts from NLS-72 senior cohort members who reported attending a postsecondary institution after high school, is presented. Records were obtained from all types of educational institutions and programs. A total of 19,033 transcripts reflecting the educational activities of 14,759 sample members are included. Information includes: (1) major and minor fields of study; (2) periods of enrollment; (3) courses taken; (4) credits earned; and (5) grades received and credentials earned at 2-year and 4-year institutions. Data are organized at the student, transcript, term, and course levels. This user's manual documents the procedures used to collect this information and provides researchers with the technical information necessary to use the public release data files. Data editing procedures are discussed, and the organization and content of the files are described. Procedures used to construct sampling weights for use in computing population estimates are reviewed. Lists of the endorsing institutions, postsecondary school codes in numerical order, postsecondary school codes in alphabetical order, and course subject codes in numerical order are provided. The data file record layout and frequency distributions are tabulated. (SLD)

ED 313 400 TM 014 166

National Longitudinal Study of the High School Class of 1972. Postsecondary Education Transcript File [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Pub Date—86

Note—For documentation pertaining to this file, see TM 014 165.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors: Academic Records, College Credits, College Students, Courses, Databases, Degrees (Academic), Enrollment, Grades (Scholastic), Grading, High School Graduates, Longitudinal Studies, Majors (Students), National Surveys, Online Systems, Postsecondary Education, Statistical Data

Identifiers: National Longitudinal Study High School Class 1972, Postsecondary Education Transcript Study

The Postsecondary Education Transcript File of the National Longitudinal Study of the High School Class of 1972 (NLS-72) is a machine-readable data file containing information on transcripts from NLS-72 senior cohort members who reported attending a postsecondary institution after high school. Records were obtained from all types of educational institutions and programs. A total of 19,033 transcripts reflecting the educational activities of 14,759 sample members are included. Information includes major and minor fields of study; periods of enrollment; courses taken; credits earned; and grades received and credentials earned at 2-year and 4-year institutions. Data are organized at the student, transcript, term, and course levels. The student-level records contain: student identification number; number of transcripts requested and received; regular and transfer credits for 50 major subject areas; and survey data and composite variables from the secondary school attended. Transcript-level records include: types, names, and dates of degrees; major and minor fields of study; and grade point averages. Term-level records contain: type of academic term; dates for the terms; and the grading system in effect. Course-level records are: the name of the course; the classification of instructional program; code for the course subject area; grade received; and credits attempted. **POPULATION:** High School Seniors 1972 (3,000,000). **TYPE OF SURVEY:** National Survey; Sample Survey; Longitudinal Survey. **RESPONDENTS:** Administrators. **SAMPLE:** High School Seniors 1972 (14,759). **FREQUENCY:** Once. **YEAR OF EARLIEST DATA:** 1972. (SLD)

ED 313 401 TM 014 167

Henderson, Louise Levinsohn, Jay
National Longitudinal Study of the High School Class of 1972. School File Documentation.

Research Triangle Inst., Research Triangle Park, NC. Center for Educational Research and Evaluation.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000056; NLS-72

Pub Date—Jun 81

Note—157p. For the corresponding data file, see TM 014 168.

Pub Type—Guides - Non-Classroom (055) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors: Databases, Data Collection, Educational Environment, Educational Facilities, Grade 12, High Schools, High School Seniors, Longitudinal Studies, National Surveys, Online Systems, Private Schools, Public Schools, Questionnaires, Sampling, School Personnel, School Statistics, School Surveys, Secondary School Curriculum, Statistical Surveys

Identifiers: National Longitudinal Study High School Class 1972

This documentation is intended to assist users of the school file which was prepared from information collected for the National Longitudinal Study of the High School Class of 1972 (NLS-72). The school file is a companion to the NLS-72 student-based data file and consists of 1,318 records, one from each high school from which NLS-72 students are sampled. It contains information about the environment, staff, procedures, facilities, and curricula of the sample high schools. This documentation describes the sample design of the survey and is supplemented by appendices containing detailed information about the variables. Appendix A contains the data collection instruments: the School Questionnaire and the Counselor Questionnaires. Appendix B is a summary listing of the 504 variables in the file. The listing provides, for each variable, the variable number and label, the position in the data file, and the corresponding question label. Appendix C is a listing of the frequencies of the responses to each question. (SLD)

ED 313 402 TM 014 168

National Longitudinal Study of the High School Class of 1972 School File [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Report No.—NLS-72

Pub Date—Jun 81

Note—For documentation pertaining to this file,

see TM 014 167.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102)

Document Not Available from EDRS.

Descriptors: Databases, Educational Environment, Educational Facilities, Grade 12, High Schools, High School Seniors, Longitudinal Studies, National Surveys, Online Systems, Private Schools, Public Schools, Questionnaires, School Personnel, School Statistics, School Surveys, Secondary School Curriculum, Statistical Data

Identifiers: National Longitudinal Study High School Class 1972

The National Longitudinal Study of the High School Class of 1972 (NLS-72) collected data on a sample of seniors in the 1971-72 school year. Excluded were students from schools for the handicapped, schools for legally confined students, and special school situations. The school file, a companion to the student data file, contains 1,318 records, one for each high school from which NLS-72 students were sampled. It contains information about the environment, staff, procedures, facilities, and curricula of the sample high schools. The 504 variables of each record are primarily from the School Questionnaire and one or two Counselor Questionnaires from each school. **TYPE OF SURVEY:** National Survey; Longitudinal Survey; Sample Survey. **POPULATION:** High School Seniors in the 1971-72 School Year. **SAMPLE:** High Schools (1,200); Backup Sample (157); Augmentation Sample (16). **RESPONDENTS:** Administrators; Counselors. **RESPONSE RATE:** High Schools (1,153=96%); Backup Sample (149=94.9%); Augmentation Sample (16=100%). **FREQUENCY:** Once. **YEAR OF EARLIEST DATA:** 1972. (SLD)

ED 313 403 TM 014 169

National Longitudinal Study of the High School Class of 1972. Third Follow-Up Questionnaire.

Research Triangle Inst., Research Triangle Park, N.C.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—EF-000055; NLS-72

Pub Date—76

Note—132p. For the corresponding data file, see TM 014 170.

Pub Type—Guides - Non-Classroom (055) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors: Aspiration, Attitudes, Educational Experience, Family Characteristics, Followup Studies, Grade 12, Graduate Surveys, High School Graduates, High Schools, High School Seniors, Longitudinal Studies, Military Service, National Surveys, Questionnaires, Statistical Surveys, Work Experience

Identifiers: National Longitudinal Study High School Class 1972, Third Followup Questionnaire

As part of the third follow-up to the National Longitudinal Study of the High School Class of 1972, the Third Follow-Up Questionnaire was administered to a sample of the members of the high school class of 1972 who had been surveyed in 1972 and 1974. The questionnaire contains 158 items about education and work experience and is divided into the following sections: (1) general information; (2) work experience; (3) education and training; (4) military service; (5) family status; (6) experiences and opinions; and (7) background information. The experiences and opinions section elicits attitudes of these high school graduates about: self and community; social, economic, and political opinions; aspirations; and education received. Included with the questionnaire is a codebook, which lists all 2,471 variables and their positions in the data file. (SLD)

ED 313 404 TM 014 170

National Longitudinal Study of the High School Class of 1972. Third Follow-Up Questionnaire Data File [machine-readable data file].

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NLS-72

Pub Date—76

Note—For documentation pertaining to this file, see TM 014 169.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102)
Document Not Available from EDRS.

Descriptors—Aspiration, Attitudes, *Databases, Educational Experience, Family Characteristics, *Follow-up Studies, Grade 12, *Graduate Surveys, *High School Graduates, High Schools, High School Seniors, *Longitudinal Studies, Military Service, *National Surveys, Online Systems, Questionnaires, Statistical Data, Work Experience.

Identifiers—National Longitudinal Study High School Class 1972, *Third Followup Questionnaire Data File.

As part of the third follow-up to the National Longitudinal Study of the High School Class of 1972, the Third Follow-Up Questionnaire was administered to a sample of the members of the high school class of 1972 who had been surveyed in 1972 and 1974. This file contains the responses to that questionnaire. The questionnaire has 158 items about work and educational experiences and is divided into the following sections: (1) general information; (2) work experience; (3) education and training; (4) military service; (5) family status; (6) experiences and opinions; and (7) background information. The experiences and opinions section elicits attitudes of these high school graduates about: self and community; social, economic, and political opinions; aspirations; and education received. TYPE OF SURVEY: National Survey; Longitudinal Survey; Follow-up Survey. POPULATION: High School Graduates 1972. FREQUENCY: Once. YEAR OF EARLIEST DATA: 1976. (SLD)

ED 313 405 TM 014 171
Survey of Characteristics of Students in Noncollegiate Postsecondary Schools, 1981.

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000081

Pub Date—81

Note—100p. For the corresponding data file, see TM 014 172. Survey instrument contains light colored ink.

Pub Type—Guides - Non-Classroom (055) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, Career Choice, Cultural Background, Databases, Employment Patterns, Enrollment, Family Characteristics, *National Surveys, Noncollege Bound Students, Occupational Aspiration, Online Systems, Postsecondary Education, Private Schools, Public Schools, *Statistical Surveys, *Student Characteristics, *Vocational Education.

Identifiers—Postsecondary Career School Survey, Student Surveys, *Survey of Students in Postsecondary Schools.

This documentation supports the 1981 Survey of Characteristics of Students in Noncollegiate Postsecondary Schools. The survey collected data about students enrolled in occupational programs in public and private non-collegiate postsecondary schools. Information collected includes: (1) age; (2) sex; (3) racial and ethnic background; (4) current employment; (5) future educational and employment plans; and (6) parental background. The sample of 404 schools was chosen from the schools throughout the United States and Puerto Rico that responded to the 1980 Postsecondary Career School Survey. The student sample consisted of 7,977 students. The variables are listed and described briefly. Attachment 1 lists the vocational education and keypunch codes. Attachment 2 lists the occupation codes. The survey questionnaire is provided. (SLD)

ED 313 406 TM 014 172

Survey of Characteristics of Students in Noncollegiate Postsecondary Schools, 1981 [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Pub Date—81

Note—For documentation pertaining to this file, see TM 014 171.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology

Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102)
Document Not Available from EDRS.

Descriptors—Adults, Career Choice, Cultural Background, *Databases, Employment Patterns, Enrollment, Family Characteristics, *National Surveys, Noncollege Bound Students, Occupational Aspiration, Online Systems, Postsecondary Education, Private Schools, Public Schools, Statistical Data, *Student Characteristics, *Vocational Education.

Identifiers—Postsecondary Career School Survey, *Survey Characteristics Stud Postsec Sch Data File.

The survey contained in this file presents data collected on students enrolled in occupational programs in public and private non-collegiate postsecondary schools. The file contains information on: (1) age; (2) sex; (3) racial and ethnic background; (4) current employment; (5) future educational and employment plans; and (6) parental background. The sample of 404 schools was chosen from the schools throughout the United States and Puerto Rico that responded to the 1980 Postsecondary Career School Survey. The student sample consisted of 7,977 students. Tape documentation presents descriptions of the variables and listings of the education and occupation codes used. TYPE OF SURVEY: National Survey; Sample Survey. POPULATION: Noncollegiate Postsecondary Schools; Noncollegiate Postsecondary Students. SAMPLE: Noncollegiate Postsecondary Schools (404); Noncollegiate Postsecondary Students (7,977). RESPONSE RATE: Noncollegiate Postsecondary Schools (85.1%); Noncollegiate Postsecondary Students (86.7%). FREQUENCY: Biennial. YEAR OF EARLIEST DATA: 1981. (SLD)

ED 313 407 TM 014 173

Merged Federal Files—Academic Year 1976-77.

AUI Policy Research, Washington, DC.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000077

Pub Date—Jul 80

Contract—100-78-0064; 300-78-015

Note—92p. For the corresponding data file, see TM 014 174.

Pub Type—Guides - Non-Classroom (055) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Assessed Valuation, *Databases, *Demography, *Educational Finance, Elementary Secondary Education, Enrollment, Federal Aid, Federal Programs, National Surveys, Online Systems, *School Districts, School District Spending, School Personnel, School Statistics, Socioeconomic Status, *Statistical Surveys.

Identifiers—*Merged Federal Files.

Database documentation is provided for use with a data file created from seven federal files, including financial and demographic data from various school district surveys, merged to form one comprehensive file for the 1976-77 school year. Data were recorded for 16,859 school districts. Specific collecting agencies were the National Center for Educational Statistics, the Bureau of the Census, the Office for Civil Rights, the Office of Education, the Equal Employment Opportunity Commission, the National Institute of Education, and Killelea Associates. The names of the merged files are: (1) ELSEGIS School District Universe (16,720 records); (2) F-33-Survey of Local Government Finances (16,194 records); (3) OCR-Elementary and Secondary School Civil Rights Survey (15,675 records); (4) 437 State Administered Programs (14,902 records); (5) EEO-5-Elementary Secondary Staff Information (7,137 records); (6) NIE Special Tabulations of Census Data by School District (16,661); and (7) Equalized Property Value (15,792 records). A total of 289 variables—including revenue, expenditure, investment, enrollment (including racial/ethnic characteristics), grants, staff, poverty/welfare status, and property value information—are provided in the data file. Each of the seven component surveys that constitute this merged file is generally conducted by the respective collecting agency on a continuing basis. Twelve charts illustrating the record layout, a table describing the data elements of the files, definitions of numerous codes, the survey forms, and coding changes are provided. (TJH)

ED 313 408 TM 014 174

Merged Federal Files—Academic Year 1976-77

[machine-readable data file].

AUI Policy Research, Washington, DC.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—80

Contract—100-78-0064; 300-78-015

Note—For documentation pertaining to this file, see TM 014 173.

Available from—Center for Education Statistics, Elementary and Secondary Studies, 555 New Jersey Avenue NW, Washington, DC 20208. Telephone: (202) 357-6614.

Pub Type—Machine-Readable Data Files (102)

Document Not Available from EDRS.

Descriptors—Assessed Valuation, *Databases, *Demography, *Educational Finance, Elementary Secondary Education, Enrollment, *National Surveys, Online Systems, *School Districts, School District Spending, School Statistics, Socioeconomic Status, *Statistical Data.

Identifiers—*Merged Federal Files.

A data file, created by merging seven federal files to form one comprehensive record for the 1976-77 school year, is presented. Data, including financial and demographic data from various school district surveys, were recorded for 16,859 school districts. Specific collecting agencies were the National Center for Educational Statistics, the Bureau of the Census, the Office for Civil Rights, the Office of Education, the Equal Employment Opportunity Commission, the National Institute of Education, and Killelea Associates. The names of the merged files are: (1) ELSEGIS School District Universe (16,720 records); (2) F-33-Survey of Local Government Finances (16,194 records); (3) OCR-Elementary and Secondary School Civil Rights Survey (15,675 records); (4) 437 State Administered Programs (14,902 records); (5) EEO-5-Elementary Secondary Staff Information (7,137 records); (6) NIE Special Tabulations of Census Data by School District (16,661); and (7) Equalized Property Value (15,792 records). A total of 289 variables—including revenue, expenditure, investment, enrollment (including racial/ethnic characteristics), grants, staff, poverty/welfare status, and property value information—are provided in this file. The data file contains information concerning each school district's enrollment, revenue, federal aid, expenditures, debt, cash and investments, identification, school district universe information, state administered programs, and the number of program participants. TYPE OF SURVEY: National Survey; Census Survey. POPULATION: School Districts (16,859). RESPONSE: Local Education Agency Administrators. FREQUENCY: Biennial. YEAR OF EARLIEST DATA: 1976. YEAR OF LATEST DATA: 1977. (TJH)

ED 313 409 TM 014 175

1985 Survey of 1983-84 College Graduates.

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000038

Pub Date—85

Note—210p. For the corresponding data file, see TM 014 176.

Pub Type—Guides - Non-Classroom (055) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*College Graduates, Databases, Demography, *Educational Background, *Graduate Surveys, Higher Education, Language Proficiency, Marital Status, Occupational Surveys, Online Systems, Sex Differences, Student Financial Aid, *Teacher Characteristics, Work Experience.

Identifiers—Higher Education General Information Survey, *Survey of 1983-84 College Graduates Questionnaire.

Database documentation is provided for a data file containing survey statistics on students graduating during the 1983-84 academic year from colleges and universities in the continental United States, with particular emphasis on students who were newly qualified to teach. The 39-item questionnaire focused on respondents' educational and occupational backgrounds. The sample of schools was chosen from the 1981-82 Higher Education General Information Survey (HEGIS) tape, and includes 404 colleges and universities. From these schools, 18,000 students were selected. Variables include: language abilities; marital status; grade-level taught; and student financial aid arrangements. A field-by-field description of the data, samples of the re-

cord layout, and descriptions of the data elements are provided. The 1985 Survey of 1983-84 College Graduates Questionnaire; a list of major fields and subcategory codes; a numerical index of major groups, industry groups, and industry codes; an outline of the occupational classification scheme; an occupation record list; major field records; and frequency counts of selected data variables are included. (TJH)

ED 313 410 TM 014 176
1985 Survey of 1983-84 College Graduates [machine-readable data file].
National Center for Education Statistics (ED), Washington, DC.
Pub Date—85
Note—For documentation pertaining to this file, see TM 014 175.

Available from—Center for Education Statistics, Elementary and Secondary Studies, 555 New Jersey Avenue NW, Washington, DC 20208. Telephone: (202) 357-6614.

Pub Type—Machine-Readable Data Files (102)
Document Not Available from EDRS.
Descriptors—*College Graduates, *Databases, Demography, *Educational Background, *Graduate Surveys, Higher Education, Language Proficiency, Marital Status, Occupational Surveys, Online Systems, Sex Differences, Student Financial Aid, *Teacher Characteristics, Work Experience

Identifiers—Higher Education General Information Survey, *Survey of 1983-84 College Graduates Questionnaire

A data file which contains survey statistics on students graduating during the 1983-84 academic year from colleges and universities in the continental United States, with particular emphasis on students who were newly qualified to teach, is presented. The file contains 10,311 records. The sample of schools was chosen from the 1981-82 Higher Education General Information Survey (HEGIS) tape, and includes 404 colleges and universities. From these schools, 18,000 students were selected. The 39-item questionnaire focused on respondents' educational and occupational backgrounds. Variables include: language abilities; marital status; grade-level taught; and student financial aid arrangements. **TYPE OF SURVEY:** Sample Survey; National Survey. **POPULATION:** College Graduates in 1984; Colleges and Universities. **SAMPLE:** College Graduates in 1984 (18,000); Colleges and Universities (404). **RESPONSE RATE:** College Graduates in 1984 (78%); Colleges and Universities (98%). **FREQUENCY:** Biennial. **YEAR OF LATEST DATA:** 1985. (TJH)

ED 313 411 TM 014 177
Census of Population and Housing, 1980: Summary Tape File 3F, Technical Documentation.
Bureau of the Census (DOC), Washington, D.C. Data User Services Div.
Report No.—EF-000083
Pub Date—83
Note—593p. For the corresponding data file, see TM 014 178.

Pub Type—Guides - Non-Classroom (055) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF03/PC24 Plus Postage.
Descriptors—*Census Figures, *Databases, *Demography, Educational Background, Elementary Secondary Education, Family Characteristics, Family Income, Geographic Regions, *Housing, Occupational Surveys, Online Systems, Sampling, *School Districts, Socioeconomic Status, Statistical Surveys

Identifiers—*Census of Population and Housing 1980 Sum Tape File 3F

This report provides technical documentation associated with a 1980 Census of Population and Housing Summary Tape File (STF) 3F—which contains responses to the extended questionnaire summarized in STF 3, aggregated by school district. The file contains sample data inflated to represent the total population, 100% counts, and unweighted sample counts of persons and housing units. Population and housing variables covered include those associated with demography, socioeconomic status, educational background, occupational status, military status, transportation arrangements, income, and living arrangements and accommodations. Information specific to Summary Tape File 3 and information applicable to Summary Tape Files 1 through 5 are provided. The 1980 Census Sample Questionnaire Facsimile, a list of geographic coverage within

summary level, code lists, and a list of the lead agencies in the state data center programs are included. (TJH)

ED 313 412 TM 014 178
Census of Population and Housing, 1980: Summary Tape File 3F [machine-readable data file].
Bureau of the Census (DOC), Washington, D.C. Data User Services Div.
Pub Date—80

Note—For documentation pertaining to this data file, see TM 014 177.
Available from—Data User Services Division, Customer Services (Tapes), Bureau of the Census, Washington, DC 20233. Telephone: (301) 763-4100.

Pub Type—Machine-Readable Data Files (102)
Document Not Available from EDRS.

Descriptors—*Census Figures, *Databases, *Demography, Educational Background, Elementary Secondary Education, Family Characteristics, Family Income, Geographic Regions, Housing, Military Personnel, Occupational Surveys, Online Systems, Sampling, *School Districts, Socioeconomic Status, *Statistical Data, Transportation Identifiers—*Census of Population and Housing 1980 Sum Tape File 3F

The 1980 Census of Population and Housing Summary Tape File (STF) 3F contains the responses to the extended questionnaire summarized in STF 3, aggregated by school district. The file contains sample data inflated to represent the total population, 100% counts, and unweighted sample counts of persons and housing units. Population and housing variables covered include those associated with demography, socioeconomic status, educational background, occupational status, military status, transportation arrangements, income, and living arrangements and accommodations. The data available on this file are based on the 1980 census sample. The data are estimates of the actual figures that would have resulted from a complete count. The record count for school districts is 16,039, and that of the county component is 9,825. **TYPE OF SURVEY:** Census. **POPULATION:** School Districts. **SAMPLE:** Housing Units in the United States selected to complete an extended questionnaire. **RESPONDENTS:** United States Households. **FREQUENCY:** Decennial. **YEAR OF LATEST DATA:** 1980. (TJH)

ED 313 413 TM 014 179
Census of Population and Housing, 1980: Summary Tape File 1F, School Districts. Technical Documentation.

Bureau of the Census (DOC), Washington, D.C. Data User Services Div.
Report No.—EF-000082
Pub Date—82

Note—207p. For the corresponding data file, see TM 014 180. The questionnaire is sometimes illegible due to small and blurred print.

Pub Type—Guides - Non-Classroom (055) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Assessed Valuation, *Census Figures, Databases, *Demography, Elementary Secondary Education, Family Characteristics, Geographic Regions, Hispanic Americans, *Housing, Marital Status, Online Systems, Questionnaires, Racial Distribution, *School Districts, *Statistical Surveys

Identifiers—*Census of Population and Housing 1980 Sum Tape File 1F

This report provides technical documentation associated with a 1980 Census of Population and Housing Summary Tape File 1F—the School Districts File. The file contains complete-count data of population and housing aggregated by school district. Population items tabulated include age, race (provisional data), sex, marital status, Spanish origin (provisional data), household type, and household relationship. Housing items tabulated include occupancy/vacancy status, tenure, contract rent, value, condominium status, number of rooms, and plumbing facilities. Selected aggregates, means, and medians are also provided. Data are presented in 59 tables. Summaries are provided at the following levels: national, regional, state, county, standard metropolitan area and other standard statistical geographical area, congressional district, census division, and minor civil division. Information specific to Summary Tape File 1 and information applicable to Summary Tape Files 1 through 5 are provided. The 1980 Census Complete Count Questionnaire

Facsimile, changes to this questionnaire, a list of geographic coverage within summary levels, a discussion of the use of school district equivalency data, and a list of the lead agencies of the state data center programs are included. (TJH)

ED 313 414 TM 014 180
Census of Population and Housing, 1980: Summary Tape File 1F, School Districts [machine-readable data file].

Bureau of the Census (DOC), Washington, D.C. Data User Services Div.
Pub Date—80

Note—For documentation pertaining to this data file, see TM 014 179.

Available from—Data User Services Division, Data Access and Use Staff, Bureau of the Census, Washington, DC 20233. Telephone: (301) 763-2074.

Pub Type—Machine-Readable Data Files (102)
Document Not Available from EDRS.

Descriptors—Assessed Valuation, *Census Figures, *Databases, *Demography, Elementary Secondary Education, Family Characteristics, Geographic Regions, Hispanic Americans, *Housing, Marital Status, Online Systems, Racial Distribution, *School Districts, Statistical Data Identifiers—*Census of Population and Housing 1980 Sum Tape File 1F

The 1980 Census of Population and Housing Summary Tape File 1F—the School Districts File—is presented. The file contains complete-count data of population and housing aggregated by school district. Population items tabulated include age, race (provisional data), sex, marital status, Spanish origin (provisional data), household type, and household relationship. Housing items tabulated include occupancy/vacancy status, tenure, contract rent, value, condominium status, number of rooms, and plumbing facilities. The record count for school districts is 16,039. **TYPE OF SURVEY:** Census. **POPULATION:** School Districts. **SAMPLE:** All Persons and Housing Units in the United States. **RESPONDENTS:** United States Households. **FREQUENCY:** Decennial. **YEAR OF LATEST DATA:** 1980. (TJH)

ED 313 415 TM 014 181
User's Manual for 1970 Census Fourth Count (Population) School District Data Tapes.

Applied Urbanetics, Inc., Washington, D.C. Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—EF-000054
Pub Date—[73]

Note—48p. For the corresponding data file, see TM 014 182.

Pub Type—Guides - Non-Classroom (055) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Census Figures, *Databases, *Demography, Educational Planning, Graduate Surveys, High Schools, *High School Students, Hispanic Americans, Housing, Longitudinal Studies, Marital Status, National Surveys, Occupational Surveys, Online Systems, *School Districts, Sex Differences, Socioeconomic Status, *Statistical Surveys

Identifiers—*Census Fourth Count 1970, National Longitudinal Study High School Class 1972, *School District Data Tapes

This user's manual is intended to aid in the use of the Fourth Count (population) School District Data Tapes (SDDTs) derived from the 1970 Census. The manual, which is designed to complement the 1970 Census Users' Guide prepared by the United States Census Bureau, covers sources of the data, structure and contents of the tapes, and use of the tapes. Because school districts are not generally coterminous with area organizations used by the 1970 Census, school administrators could not apply the Census data directly. To alleviate this problem, the data tapes, which are a recompilation of the 1970 data, provide data tables for each school district in the country with 300 or more students. The tapes contain half of the data tables contained in the original census tapes, including all tables requested by several dozen educational planners consulted in the design phases of the tape development effort. There are 3,494 school district records in the data tapes, for an average of 2.5 school district records per high school. Data breakdowns include age, sex, Negro population, Spanish origin, mother tongue, place of birth, residence and housing arrangements, employment and occupational status, marital status, and economic status. An extract of these data tapes has

also been prepared to supplement the main data files of the National Longitudinal Study (NLS) of the High School Class of 1972. The extract includes only those school districts that contained one or more high schools in the 1972 NLS sample. This manual describes the preparation of the SDDTs, tape labels and control information, record types, county components and administrative units, computer requirements, and tape format; and it provides code explanations and sample FORTRAN and COBOL access statements. (TJH)

ED 313 416 TM 014 182

1970 Census Fourth Count (Population) School District Data Tapes [machine-readable data file]. National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date—70

Note—For documentation pertaining to this file, see TM 014 181.

Available from—Center for Education Statistics, Elementary and Secondary Studies, 555 New Jersey Avenue NW, Washington, DC 20208. Telephone: (202) 357-6614.

Pub Type—Machine-Readable Data Files (102)
Document Not Available from EDRS.

Descriptors—*Census Figures, *Databases, *Demography, Educational Planning, Graduate Surveys, High Schools, *High School Students, Hispanic Americans, Housing, Longitudinal Studies, Marital Status, Occupational Surveys, Online Systems, *School Districts, Sex Differences, Socioeconomic Status, Statistical Data

Identifiers—*Census Fourth Count 1970, National Longitudinal Study High School Class 1972, *School District Data Tapes

The Fourth Count (population) School District Data Tapes (SDDTs), derived from the 1970 Census, are presented. Because school districts are not generally coterminous with area organizations used by the 1970 Census, school administrators could not apply the Census data directly. To alleviate this problem, the data tapes, which are a recompilation of the 1970 data, provide data tables for each school district in the country with 300 or more students. The tapes contain half of the data tables contained in the original census tapes, including all tables requested by several dozen educational planners consulted in the design phases of the tape development effort. There are 3,494 school district records in the data tapes, for an average of 2.5 school district records per high school. The SDDTs match, as closely as possible, the format of the Fourth Count (Population) Summary Tapes supplied by the Census Bureau. Data breakdowns include age, sex, Negro population, Spanish origin, mother tongue, place of birth, residence and housing arrangements, employment and occupational status, marital status, and economic status. An extract of these data tapes has also been prepared to supplement the main data files of the National Longitudinal Study (NLS) of the High School Class of 1972. The extract includes only those school districts that contained one or more high schools in the 1972 NLS sample. TYPE OF SURVEY: Census; National Survey. POPULATION: High School Districts. SAMPLE: High School Districts (1,318). FREQUENCY: Decennial. YEAR OF LATEST DATA: 1970. (TJH)

ED 313 417 TM 014 183

High School and Beyond. Postsecondary Education Transcript File [machine-readable data file]. Center for Statistics (OERI/ED), Washington, D.C.

Pub Date—85

Available from—Center for Education Statistics, Elementary and Secondary Studies, 555 New Jersey Avenue NW, Washington, DC 20208. Telephone: (202) 357-6614.

Pub Type—Machine-Readable Data Files (102)
Document Not Available from EDRS.

Descriptors—Academic Achievement, *Academic Records, *College Students, Course Selection (Students), *Databases, Followup Studies, Grade 12, *Graduate Surveys, Higher Education, *High School Graduates, High Schools, Longitudinal Studies, National Surveys, Online Systems, Statistical Data, *Student Characteristics

Identifiers—High School and Beyond (NCES), *Postsecondary Education Transcript Study

The High School and Beyond (HSB) Postsecondary Educational Transcript data file is provided. The transcript file includes data collected during 1984-85 from the school transcripts for all members of the HSB elder cohort (1980 senior cohort) who had attended any form of postsecondary institution since leaving high school. Data about the types and

patterns of postsecondary courses taken by HSB sample members since 1980, when the base year data were collected, are provided. Because the transcript data file supplements a large, expanding database from the HSB survey, course-taking patterns and performance can be statistically related to a wide range of other variables, including student characteristics and occupational and economic outcomes. Of the 10,425 "in-scope" transcripts requested for 7,776 sample members, 9,385 transcripts for 7,434 sample members were returned for processing. The file, however, contains records for the 7,776 sample members for whom transcripts were requested. The transcript data are organized into a four-level hierarchy consisting of data at the student, transcript, term, and course levels. Student-level data concern the respondents' educational career in general and relevant data from the HSB base year and follow-up surveys. Transcript-level data give the students' academic records at a single institution with degrees or credentials and dates, major and minor fields of study, and the students' overall grade point average. Term-level data concern specific units of instruction including the type of term, its season, starting and ending dates, the type and characteristics of the grading system, and the number of courses taken during the term. Course-level data provide information for each course taken by a student during a specific term. TYPE OF SURVEY: Sample Survey; Follow-up Survey. POPULATION: High School Seniors in 1980 (28,240); Transcripts (11,288). SAMPLE: High School Seniors in 1980 (7,776); Transcripts (10,425). RESPONDENTS: High School Seniors in 1980 (7,434); Transcripts (9,385). RESPONSE RATE: High School Seniors in 1980 (95.6%); Transcripts (90%). FREQUENCY: Periodic. YEAR OF EARLIEST DATA: 1980. YEAR OF LATEST DATA: 1985. (TJH)

ED 313 418 TM 014 184

LIBGIS-Public Library Universe (1981). National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000087

Pub Date—81

Note—39p; For the corresponding data file, see TM 014 185.

Pub Type—Guides - Non-Classroom (055) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Databases, *Directories, *Library Surveys, Mail Surveys, *National Surveys, Online Systems, *Public Libraries, Statistical Data

Identifiers—*Public Library Universe

Database documentation is provided for users of a data file consisting of a directory of all main public libraries in the United States. The directory development survey began with the mailing of a computer printout containing listings of each state's public libraries to the chief officer of the appropriate state library agency for updating. A computer tape was developed from the responses. Various other updating measures were taken, and the updated 1981 file was compared to the 1977 Public Library Universe to allow further adjustments. Significant variables include name, address, population served, and the name of the chief state library officer. Each record in the data file describes one library or the chief state library officer. The database documentation includes a survey summary, file description, record layout charts, data element descriptions, an outline of the survey methodology, a list of state codes, code identifications, and several frequency tables. (TJH)

ED 313 419 TM 014 185

LIBGIS-Public Library Universe (1981) Data File [machine-readable data file]. National Center for Education Statistics (ED), Washington, DC.

Pub Date—81

Note—For documentation pertaining to this data file, see TM 014 184.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (1175).

Pub Type—Machine-Readable Data Files (102)

Document Not Available from EDRS.

Descriptors—*Databases, *Directories, *Library Surveys, Mail Surveys, National Surveys, Online Systems, *Program Descriptions, *Public Libraries

Identifiers—*Public Library Universe Data File

A data file, consisting of a directory of all main public libraries in the United States, is presented. The data file contains data gathered using a directory development survey that began with the mailing of computer printout listings of each state's public libraries to the chief officer of the appropriate state library agency for updating. Various other updating measures were taken, and the updated 1981 file was compared to the 1977 Public Library Universe to allow further adjustments. Each record in the data file describes one library or the chief state library officer. The record count is 8,611. The data elements for each library include: state code; library code; population served code; Standard Metropolitan Statistical Area code; branch indicators; central city place description code; library name; library street address; city name; state name; zip code; non-consolidated public library system affiliation name; population served; survey year; and report status. TYPE OF SURVEY: Census; National Survey. POPULATION: All Main Public Libraries in the United States. RESPONDENTS: Chief State Library Officers (51). RESPONSE RATE: Chief State Library Officers (100%). FREQUENCY: About Every Fourth Year. YEAR OF EARLIEST DATA: 1977. YEAR OF LATEST DATA: 1981. (TJH)

ED 313 420 TM 014 186

Common Core of Data Part III-LEA Non-Fiscal Data, 1984-85.

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000088

Pub Date—85

Note—16p; For the corresponding data file, see TM 014 187.

Pub Type—Guides - Non-Classroom (055) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Databases, Elementary School Students, Elementary School Teachers, Elementary Secondary Education, *Institutional Characteristics, Online Systems, *School Districts, School Personnel, School Statistics, Secondary School Students, Secondary School Teachers, Statistical Data, *Student Characteristics, Teacher Aides, *Teacher Characteristics

Identifiers—*Common Core of Data, *Local Education Agency, Non Fiscal Data File

Database documentation for a statistical data file on local education agency (LEA) students and staff is provided. The data file includes counts of the number of schools, the numbers of students and teachers at various levels, and the numbers of instructional aides and other staff. Data file figures for teachers, aides, and, where possible, other staff are in full-time equivalents. The data were edited using an edit/imputation technique that replaces suspect data with information from another LEA with similar characteristics. These replacements were verified before release. Imputation flags have been set to one (1) for all variables that have been imputed. The documentation includes a file description, record layout charts, data element descriptions, a list of state codes, a list of variables, and instructions for database documentation. (TJH)

ED 313 421 TM 014 187

Common Core of Data Part III-LEA Non-Fiscal Data File (1984-85) [machine-readable data file]. National Center for Education Statistics (ED), Washington, DC.

Pub Date—85

Note—For documentation pertaining to this file, see TM 014 186.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (1175).

Pub Type—Machine-Readable Data Files (102)

Document Not Available from EDRS.

Descriptors—*Databases, Elementary School Students, Elementary School Teachers, Elementary Secondary Education, *Institutional Characteristics, Online Systems, *School Districts, School Personnel, School Statistics, Secondary School Students, Secondary School Teachers, Statistical Data, *Student Characteristics, Teacher Aides, *Teacher Characteristics

Identifiers—*Common Core of Data, *Local Education Agency, Non Fiscal Data File

A statistical data file on local education agency

(LEA) students and staff is provided. The data file includes counts of the number of schools, the numbers of students and teachers at various levels, and the numbers of instructional aides and other staff. Data file figures for teachers, aides, and, where possible, other staff are in full-time equivalents. The data were edited using an edit/imputation technique that replaces suspect data with information from another LEA with similar characteristics. These replacements were verified before release. Imputation flags have been set to one (1) for all variables that have been imputed. TYPE OF SURVEY: Census; National Survey. POPULATION: Local Education Agencies (except those in Michigan). RESPONDENTS: Local Education Agencies (100%). FREQUENCY: Annual. YEAR OF EARLIEST DATA: 1984. YEAR OF LATEST DATA: 1985. (TJH)

ED 313 422 TM 014 188
Common Core of Data (CCD) Part VI: Revenues and Current Expenditures for Public Elementary and Secondary Education FY 83-85.

National Center for Education Statistics (ED), Washington, DC.
 Report No.—EF-000086
 Pub Date—85
 Note—52p; For the corresponding data file, see TM 014 189.

Pub Type—Guides - Non-Classroom (055) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—*Databases, *Educational Finance, *Income, National Surveys, Online Systems, *Public Schools, *School District Spending, School Statistics, *State Departments of Education, Statistical Data

Identifiers—*Common Core of Data

Statistics on the state-level financial status of public schools are provided for fiscal years (FYs) 1983, 1984, and 1985, along with documentation for the use of an associated database file. The data provide current information about aggregate public school revenues and expenditures collected and reported at the state level. Data for FY 1985 include allocation data as of October 20, 1986. Data for FY 1984 include statistical data as of October 22, 1986. Data for FY 1983 include statistical data as of October 30, 1986. In addition to state data, statistics are provided for the District of Columbia and six United States Territories. The Virgin Islands and American Samoa did not respond for FY 1985 and FY 1984, respectively. The documentation includes a file description, record layout charts, data element descriptions, blank report form, a worksheet for computing expenditures for non-instructional services, a list of state codes, a list of variables, and instructions and definitions for the collection of the data. (TJH)

ED 313 423 TM 014 189
Common Core of Data Part VI: Revenues and Current Expenditures for Public Elementary and Secondary Education FY 83-85 [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Pub Date—85
 Note—For documentation pertaining to this file, see TM 014 188.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (S175)

Pub Type—Machine-Readable Data Files (102)
 Document Not Available from EDRS.

Descriptors—*Databases, *Educational Finance, *Income, National Surveys, Online Systems, *Public Schools, School District Spending, *School Statistics, *State Departments of Education, Statistical Data

Identifiers—*Common Core of Data

A database file containing statistics on state-level financial status of public schools for fiscal years (FYs) 1983, 1984, and 1985 is presented. The data provide current information about aggregate public school revenues and expenditures collected and reported at the state level. Data for FY 1985 include allocation data as of October 20, 1986. Data for FY 1984 include statistical data as of October 22, 1986. Data for FY 1983 include statistical data as of October 30, 1986. In addition to state data, statistics are

provided for the District of Columbia and six United States Territories. The Virgin Islands and American Samoa did not respond for FY 1985 and FY 1984, respectively. The record count is 171 (57 states and territories for each of 3 years). TYPE OF SURVEY: Census; National Survey. POPULATION: State Education Agencies from 50 States, the District of Columbia, and 6 Territories. RESPONDENTS: State Education Agencies (57 for each of 3 years). RESPONSE RATE: 98.2%. FREQUENCY: Annual. YEAR OF EARLIEST DATA: Fiscal Year 1983. YEAR OF LATEST DATA: 1985. (TJH)

ED 313 424 TM 014 190
Postsecondary Career School Survey, 1981. Program and Enrollments File.

National Center for Education Statistics (ED), Washington, DC.

Pub Date—82
 Note—58p; For the corresponding data file, see TM 014 191.

Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Education, Correspondence Schools, Databases, Enrollment, *Institutional Characteristics, Longitudinal Studies, *National Surveys, Online Systems, Postsecondary Education, Program Content, Program Descriptions, Questionnaires, School Statistics, *School Surveys, *Statistical Surveys, Vocational Education, Vocational Schools

Identifiers—*Postsecondary Career School Survey, Program and Enrollments File

This survey collected data from postsecondary institutions offering vocational education programs. The 1981 survey follows surveys conducted in 1971, 1973, 1975, 1977, and 1979. The machine-readable file provides detailed information on the individual program offerings of the responding institutions, including enrollments in various categories, program completions, and other outcomes. Institutional and program characteristics are also contained in the file. The study universe consisted of 1,675 schools receiving the short form of the questionnaire, 5,307 schools receiving the long form, and 62 correspondence schools. The response rate was 94%. The documentation contains: (1) the survey summary; (2) the file description; (3) record layout charts; (4) data element descriptions; (5) numerical state codes; and (6) the program codes in an appendix. Both the short and long forms of the 1982 Postsecondary Career School Survey are included. (SLD)

ED 313 425 TM 014 191
Postsecondary Career School Survey, 1981. Program and Enrollments File [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF000085
 Pub Date—30 Jun 81

Note—For documentation pertaining to this data file, see TM 014 190.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (S175)

Pub Type—Machine-Readable Data Files (102) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—*Career Education, Correspondence Schools, *Databases, Enrollment, *Institutional Characteristics, Longitudinal Studies, *National Surveys, Online Systems, Postsecondary Education, Program Content, Program Descriptions, School Statistics, School Surveys, Statistical Data, *Vocational Education, Vocational Schools

Identifiers—*Postsecondary Career School Survey, Program and Enrollments File

This file contains data collected in 1981 from postsecondary institutions offering vocational education programs. This file provides detailed information on the individual program offerings of the responding institutions, including enrollments in various categories, completions, and other outcomes. Institutional and program characteristics are also included in the file. The file contains the responses of 94% of the schools surveyed, which included 1,675 schools that were sent the short form of the questionnaire, 5,307 schools receiving the long form, and 62 correspondence schools. Similar surveys have been conducted every 2 years since 1971. The 9-track tape contains the totality of information from the surveys plus school name, city and

zip code, and sampling weight if applicable. The dates of coverage on the file are from July 1, 1980 to June 30, 1981. The record count is 56,904. The lowest level of aggregation includes program offerings of individual schools. Records are included for active schools that did not respond to the survey. TYPE OF SURVEY: National Survey; Longitudinal Survey. POPULATION: Schools Receiving the Short Form of the Survey (1,675); Schools Receiving the Long Form of the Survey (5,307); Correspondence Schools (62). RESPONDENTS: Schools. RESPONSE RATE: 94%. FREQUENCY: Biennial. YEAR OF EARLIEST DATA: 1971. YEAR OF LATEST DATA: 1981. (SLD)

ED 313 426 TM 014 192
Census of Population and Housing, 1980. School District Equivalency Files: MARF 3 [and] MARF 4.

National Center for Education Statistics (ED), Washington, DC.

Pub Date—[83]
 Note—74p; For the corresponding data file, see TM 014 193.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Census Figures, Databases, *Demography, Elementary Secondary Education, *Geographic Location, *Housing, Online Systems, *Population Distribution, Public Schools, *School Districts, School District Size, Statistical Surveys

Identifiers—*Census 1980, School District Equivalency Files

This document is the user's manual for utilizing the data files containing the 1980 Census of Population and Housing School District Equivalency Files, Master Reference Files (MARF) 3 and 4. These equivalency files were created by the Bureau of the Census using school district boundary maps, and they pertain to all persons and housing units in the United States. MARF 3 contains geographic items from census Summary Tape Files (STF) 1A and 3A as well as total population and housing counts. MARF 4 contains geographic items from census STFs 1B and 3B and total population and housing unit counts. These equivalency or geographic cross-reference files allow the user to prepare additional data summaries relevant to school districts and to relate administrative record summaries with census geographic data. This user's manual contains an introduction to the data, a discussion of suppression of data, the data dictionary and instructions concerning its use, an overview of the 1980 Census Summary Tape Program, technical information, a glossary, and an addendum on school districts split by Standard Metropolitan Statistical Areas. (SLD)

ED 313 427 TM 014 193
Census of Population and Housing, 1980. School District Equivalency Files: MARF 3 [and] MARF 4 [machine-readable data files].

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000084
 Pub Date—80

Note—For documentation for these two data files, see TM 014 192.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue N.W., Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (MARF 3: \$175; MARF 4: \$575).

Pub Type—Machine-Readable Data Files (102) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—*Census Figures, *Databases, *Demography, Elementary Secondary Education, *Geographic Location, Housing, Online Systems, Population Distribution, Public Schools, *School Districts, School District Size, Statistical Data

Identifiers—*Census 1980, *School District Equivalency Files

Two data files which contain the 1980 Census of Population and Housing School District Equivalency Files, Master Reference Files (MARF) 3 and 4, are presented. These equivalency files were created by the Bureau of the Census using school district boundary maps. MARF 3 contains geographic items from census Summary Tape Files (STF) 1A and 3A as well as total population and housing counts. MARF 4 contains geographic items from census STFs 1B and 3B and total population and housing unit counts. The record count for MARF 3 is 382,058, and that for MARF 4 is 2,940,437.

These files allow the user to prepare additional data summaries relevant to school districts and to relate administrative record summaries with census geographic data. TYPE OF SURVEY: National Survey; Census. POPULATION: All Persons and Housing Units in the United States. RESPONDENTS: Citizens of the United States. YEAR OF EARLIEST DATA: 1980. (SLD)

ED 313 428 TM 014 194
High School and Beyond, Financial Aid Supplement (Senior Cohort). [machine-readable data file]

Center for Education Statistics (OERI/ED), Washington, DC.

Report No.—EF-000019

Pub Date—[85]

Note—For the data file user's manual, see ED 284 470.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 55 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102)—Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—*College Students, *Databases, Educational Background, Employment Experience, Family Characteristics, *Financial Support, *Grants, High School Seniors, Longitudinal Studies, Online Systems, Postsecondary Education, Student Characteristics, *Student Financial Aid, Student Loan Programs

Identifiers—Guaranteed Student Loan Program, *High School and Beyond (NCES), Pell Grant Program

Supplementary data on college student financial aid recipients for academic years 1980-81 through 1983-84 are presented for a sample of the 1980 Senior Cohort of the High School and Beyond (HSB) Study, which had been out of high school 4 years by 1984. This Financial Aid supplement contains seven data files: (1) the Student Sample File—containing data on 11,995 students in the Senior Cohort follow-up sample; (2) the Financial Aid Records File—containing data from the students' postsecondary schools; (3) the Guaranteed Student Loan (GSL) Record Dump Extract File—containing data from the GSL program records for three fiscal years 1982-84 corresponding to the 1981-82, 1982-83, and 1983-84 school years; (4) the Pell Grant Disbursement File—containing data about Pell Grant disbursements for 1980-84; (5) the GSL Guarantee Agency Disbursement File—containing GSL guarantee agency disbursement data for 1980-84; (6) the HSB Postsecondary Educational Events File—containing data about postsecondary attendance taken from the HSB survey files; and (7) the Student Financial Aid (SFA) File—containing data about financial assistance during postsecondary attendance. Data on the SFA file are available only as a Statistical Analysis System (SAS) file. In addition to the financial aid variables, the files cover selected student and family characteristics, high school and educational background information, and employment status variables. TYPE OF SURVEY: National Survey; Longitudinal Survey; Sample Survey. POPULATION: High School and Beyond Senior Cohort; Postsecondary Schools. SAMPLE: Senior Cohort (11,995). RESPONDENTS: High School Graduates; Postsecondary Schools. FREQUENCY: Once. YEAR OF EARLIEST DATA: 1980. YEAR OF LATEST DATA: 1984. (SLD)

ED 313 429 TM 014 195

Institutional Characteristics Survey 1986-87. Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Note—71p. For the corresponding data file, see TM 014 196.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Databases, Enrollment, *Institutional Characteristics, *National Surveys, Online Systems, Postsecondary Education, School Organization, School Statistics, *School Surveys, *Statistical Surveys, Student Characteristics

Identifiers—Institutional Characteristics Survey, *Integrated Postsecondary Education Data System

The Survey of Institutional Characteristics of the Integrated Postsecondary Education Data System (IPEDS) collects the basic data that describe the

universe of postsecondary institutions in the United States and its outlying areas. Data are collected annually on three different forms; appendix B of this documentation describes the use of these forms. The data from the 10,074 reporting schools are used for sample design and selection for other IPEDS studies and other postsecondary data collection activities. Data elements for the file include: (1) the name, address, and telephone number of each school; (2) numeric identifiers that can link this survey to other IPEDS surveys; (3) data pertaining to the highest level of programs offered; (4) data on institutional control; (5) school calendar system; (6) admissions requirements; (7) student services; and (8) student charges. Fall enrollment data were collected for some schools. The documentation for the data file includes a survey summary and file description, with two descriptive appendices. File codes are listed, and data element descriptions and alphabetic list of variables are included. Some general information on the IPEDS is also provided. (SLD)

ED 313 430 TM 014 196

Institutional Characteristics Survey File (1986-87) [machine-readable data file].

Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EF-000040

Pub Date—87

Note—For documentation for this file, see TM 014 195.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 55 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$500).

Pub Type—Machine-Readable Data Files (102)—Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—*Databases, Enrollment, *Institutional Characteristics, *National Surveys, Online Systems, Postsecondary Education, School Organization, *School Statistics, School Surveys, Statistical Data, Student Characteristics

Identifiers—Institutional Characteristics Survey File, *Integrated Postsecondary Education Data System

The Institutional Characteristics (IC) Survey File of the Integrated Postsecondary Education Data System (IPEDS) provides basic data describing the universe of postsecondary institutions in the United States and its outlying areas. The data from the 10,074 reporting postsecondary schools are used for sample design and selection for other IPEDS studies and other postsecondary data collection activities. Data were collected in 1986-87 using three different forms. Data elements for the file include: (1) the name, address, and telephone number of each school; (2) numeric identifiers that can link this survey to other IPEDS surveys; (3) data pertaining to the highest level of programs offered; (4) data on institutional control; (5) school calendar system; (6) admissions requirements; (7) student services; and (8) student charges. Fall enrollment data were collected for some schools. TYPE OF SURVEY: National Survey; Longitudinal Survey. POPULATION: Postsecondary Education Institutions (12,594). RESPONDENTS: Postsecondary Education Institutions (10,074). RESPONSE RATE: 80.0% FREQUENCY: Annual. YEAR OF EARLIEST DATA: 1986. YEAR OF LATEST DATA: 1987. (SLD)

ED 313 431 TM 014 197

Merged Federal Files [Academic Year] 1978-79. AUI Policy Research, Washington, DC.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Pub Date—79

Note—172p. For the corresponding data file, see TM 014 198. Document legibility poor.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Assessed Valuation, Databases, Demography, *Educational Finance, Elementary Secondary Education, Federal Aid, *Federal Programs, *Financial Support, *National Surveys, Online Systems, *School Districts, School District Spending, School Support, State Programs, *Statistical Surveys

Identifiers—*Merged Federal Files

The Merged Federal File for 1978-79 contains school district level data from the following six

source files: (1) the Census of Governments' Survey of Local Government Finances-School Systems (F-33) (with 16,343 records merged); (2) the National Center for Education Statistics Survey of School Systems (School District Universe) (with 16,743 records merged); (3) the Equalized Property Value File (with 15,631 records merged); (4) the 437 Office of Education State-Administered Program File (with 14,464 records merged); (5) the Equal Employment Opportunity Commission Elementary and Secondary Staff Survey (EEO-5) (with 7,962 records merged); and (6) the Office for Civil Rights (OCR) Elementary and Secondary School Survey (with 6,041 records merged). This document describes the merged file and lists its physical characteristics (i.e., record layout). Definitions of all codes and a description of cross-referencing and editing procedures are provided. The survey forms for the EEO-5, F-33, and OCR files and a reference list of the original source file documentation are included. A separate tape contains special tabulations and the 1970 Census Fifth Count data; this tape is in one-to-one correspondence with the merged file. (SLD)

ED 313 432 TM 014 198

Merged Federal Files [Academic Year] 1978-79 [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Pub Date—79

Note—For corresponding data file documentation, see TM 014 197.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 55 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102)—Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—Assessed Valuation, *Databases, Demography, *Educational Finance, Elementary Secondary Education, Federal Aid, *Federal Programs, *Financial Support, *National Surveys, Online Systems, *School Districts, School District Spending, School Support, State Programs, Statistical Data

Identifiers—*Merged Federal Files

The Merged Federal File for 1978-79 contains school district level data from the following six source files: (1) the Census of Governments' Survey of Local Government Finances-School Systems (F-33) (with 16,343 records merged); (2) the National Center for Education Statistics Survey of School Systems (School District Universe) (with 16,743 records merged); (3) the Equalized Property Value File (with 15,631 records merged); (4) the 437 Office of Education State-Administered Program File (with 14,464 records merged); (5) the Equal Employment Opportunity Commission Elementary and Secondary Staff Survey (EEO-5) (with 7,962 records merged); and (6) the Office for Civil Rights (OCR) Elementary and Secondary School Survey (with 6,041 records merged). The file contains: (1) financial information about each school district, including revenue, expenditures, debts, assets, assessed valuation of property, and tax rates; (2) number of schools; (3) enrollments for special educational programs; (4) student composition by race and sex; (5) number of expulsions; (6) numerical data on full-time school personnel; (7) data on part-time staff; and (8) information about 35 state-administered Federal programs, including grant status and number of participants. TYPE OF SURVEY: National Survey; Census. POPULATION: School Districts (16,874). RESPONDENTS: Local Education Agency Administrators. RESPONSE RATE: 100%. FREQUENCY: Periodic. YEAR OF FIRST DATA: 1976. YEAR OF LATEST DATA: 1979. (SLD)

ED 313 433 TM 014 199

National Postsecondary Student Aid Field Test, 1985-86.

National Center for Education Statistics (ED), Washington, DC.

Pub Date—86

Note—95p. For the corresponding data file, see TM 014 200. Some pages may not reproduce clearly due to ink smears.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Records, *College Students, Databases, Data Collection, Educational Finance, Field Tests, *Financial Support, *National Surveys, Online Systems, Postsecondary Education, Questionnaires, *Statistical Surveys, Student Characteristics, Student Costs, *Student Financial Aid
Identifiers—*National Postsecondary Student Aid Field Test, Student Surveys

Documentation is provided to aid users of a file that contains data on financial aid and school costs for a sample of students in the 1985-86 school year. Each record contains information from the school registrar's office, from the student financial aid office record, and from a questionnaire completed by students. There are 3,774 records on the Statistical Analysis System (SAS) file, composed of 3,774 registrar records, 1,830 financial aid records, and 2,282 survey questionnaires returned from students. Approximately 43% of all students attending postsecondary schools received financial aid, and 33% received Federal aid. The documentation includes: (1) the survey summary; (2) the file description; (3) some user notes; (4) weighted population figures; (5) lists of variables by position and alphabetic order; (6) the registrar's office record form; (7) the Student Questionnaire; (8) the Student Financial Aid Record; and (9) additional information on weighted responses. (SLD)

ED 313 434 TM 014 200
National Postsecondary Student Aid Field Test
1985-86 [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000039

Pub Date—86

Note—For corresponding data file documentation, see TM 014 199.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—Academic Records, *College Students, *Databases, Educational Finance, Field Tests, *Financial Support, *National Surveys, Online Systems, Postsecondary Education, Statistical Data, Student Characteristics, Student Costs, *Student Financial Aid

Identifiers—*National Postsecondary Student Aid Field Test

A file which contains data on financial aid and school costs, for a sample of students in the 1985-86 school year is presented. Each record contains information from the school registrar's office, from the student financial aid office record, and from a questionnaire completed by students. There are 3,774 records on the Statistical Analysis System (SAS) file, composed of 3,774 registrar records, 1,830 financial aid records, and 2,282 survey questionnaires returned from students. Approximately 43% of all students attending postsecondary schools received financial aid and 33% received Federal aid. TYPE OF SURVEY: National Survey; Sample Survey. SAMPLE: Postsecondary School Records (118); Postsecondary Students (3,774). RESPONSE RATE: Postsecondary School Records (100%); Postsecondary Students (60.5%). FREQUENCY: Once. YEAR OF FIRST DATA: 1985. YEAR OF LATEST DATA: 1986. (SLD)

ED 313 435 TM 014 202
Sebring, Penny And Others
High School and Beyond. 1980 Sophomore Cohort.
Third Follow-Up (1986). [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000021

Pub Date—Oct 87

Note—For documentation pertaining to this data file, see ED 301 605.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102) —

Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—Cohort Analysis, *Databases, Educational Experience, Employment Experience, *Followup Studies, *Grade 10, High Schools, *High School Students, Information Utilization, Longitudinal Studies, *National Surveys, Online Systems, Questionnaires, *Student Characteristics

Identifiers—*High School and Beyond (NCES)

This file contains 14,825 records. The data tape contains the following files: (1) the raw data file for each respondent (randomized identification number; first follow-up flags and composites; base year questionnaire and test data; first follow-up questionnaire data; dropout questionnaire data; transfer supplement data; early graduate data; first follow-up test data; selected school data; second follow-up questionnaire data; second follow-up flags, composites, and weights; third follow-up questionnaire data, and third follow-up flags, composites, and weights); (2) the record layout for the raw data file; (3) Statistical Analysis System control cards; and (4) SPSS-X control cards. TYPE OF SURVEY: National Survey; Sample Survey; Follow-up Survey. POPULATION: High Schools in the High School and Beyond Study in 1980. RESPONDENTS: Students. FREQUENCY: Periodic. YEAR OF EARLIEST DATA: 1980. YEAR OF LATEST DATA: 1986. (SLD)

ED 313 436 TM 014 205
Sebring, Penny And Others
High School and Beyond. 1980 Senior Cohort.
Third Follow-Up (1986). Data File User's Manual. Volume II: Survey Instruments. Contractor Report.

National Opinion Research Center, Chicago, Ill. Spons Agency—Center for Education Statistics (OERI/ED), Washington, DC.

Report No.—CS-87-407m

Pub Date—Oct 87

Contract—300-84-0169

Note—198p. For the corresponding data file, see TM 014 206. Cover and title page incorrectly printed as "Volume I".

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Cohort Analysis, Databases, Data Collection, *Followup Studies, *Grade 12, Graduate Surveys, High School Graduates, High Schools, *High School Seniors, Longitudinal Studies, Mail Surveys, National Surveys, Online Systems, *Questionnaires, *School Surveys, Statistical Surveys, *Student Characteristics

Identifiers—*High School and Beyond (NCES), Senior Cohort Third Follow-Up Data File 1986

Survey instruments used in the collection of data for the High School and Beyond base year (1980) through the third follow-up surveys (1986) are provided as Volume II of a user's manual for the senior cohort data file. The complete user's manual is designed to provide the extensive documentation necessary for using the cohort data files. Copies of instruments provided include: (1) Base Year Senior Identification Pages; (2) the Base Year Senior Questionnaire; (3) the 1980 Senior Cohort First Follow-up Questionnaire; (4) the 1980 Senior Cohort Second Follow-up Questionnaire; and (5) the Third Follow-up Questionnaire. (TJH)

ED 313 437 TM 014 206
High School and Beyond 1980 Senior Cohort.
Third Follow-Up (1986) Data File [machine-readable data file].

Center for Education Statistics (OERI/ED), Washington, DC.

Report No.—EF000020(II)

Pub Date—86

Note—For documentation pertaining to this data file, see TM 014 205.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—Cohort Analysis, *Databases, *Followup Studies, *Grade 12, Graduate Surveys, High School Graduates, High Schools, *High School Seniors, Longitudinal Studies, *National Surveys, Online Systems, Questionnaires, School

Surveys, Statistical Data, Student Characteristics
Identifiers—*High School and Beyond (NCES), *Senior Cohort Third Follow-Up Data File 1986

The High School and Beyond Senior Cohort Third Follow-Up Data File is provided. The data tape contains the following files: (1) the raw data file for each respondent (randomized identification number; first follow-up flags and composites; base year questionnaire and test data; first follow-up questionnaire data; dropout questionnaire data; transfer supplement data; early graduate data; first follow-up test data; selected school data; second follow-up questionnaire data; second follow-up flags, composites, and weights; third follow-up questionnaire data, and third follow-up flags, composites, and weights); (2) the record layout for the raw data file; (3) Statistical Analysis System (SAS) control cards; and (4) SPSS-X control cards. TYPE OF SURVEY: National Survey; Sample Survey; Follow-up Survey. POPULATION: High Schools in the High School and Beyond Study in 1980. FREQUENCY: Periodic. YEAR OF EARLIEST DATA: 1980. YEAR OF LATEST DATA: 1986. (TJH)

ED 313 438 TM 014 207
High School and Beyond. Course Offerings and Course Enrollments Survey (1982). [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000017

Pub Date—82

Note—For documentation pertaining to this data file, see ED 243 956.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—Cohort Analysis, *Course Content, *Databases, *Enrollment, Followup Studies, Grade 10, Grade 12, Graduate Surveys, High School Graduates, High Schools, *High School Students, Longitudinal Studies, *National Surveys, Online Systems, School Statistics, School Surveys, Secondary School Curriculum, Statistical Data, Student Characteristics

Identifiers—*Course Offerings Enrollments Survey Data File, *High School and Beyond (NCES)

The High School and Beyond (HSB) Course Offerings and Course Enrollments (COCE) data file includes a record for every school eligible for the HSB First Follow-Up school survey. A total of 1,015 of these schools are from the HSB "main sample" of secondary schools, and 17 are "target schools" that absorbed all or most of the student body of a closed main sample school. The 17 target schools have unknown selection probabilities and should not be included in analyses of the 1,015 schools in the probability sample. Data for the 17 schools are included on the file for use only in the contextual analysis of student data. Only 975 out of the 1,015 schools were eligible for the COCE survey. Two different record types are included on the file: (1) "Type 1" records; and (2) "Type 2" records. For each of the 1,032 schools (main sample plus target) there is a single "Type 1" (school-level) record that contains data about the school as a whole, namely the school questionnaires from the Base Year and First Follow-Up waves of the HSB survey. Multiple "Type 2" (course-level) records are provided for each school, one for each course offered. TYPE OF SURVEY: Sample Survey; National Survey; Follow-up Survey. POPULATION: Public and Private High Schools (24,725). SAMPLE: Public and Private High Schools (1,015); Target Schools (17). RESPONDENTS: High School and Beyond High Schools (941); Target Schools (17). RESPONSE RATE: High School and Beyond High Schools (96%); Target Schools (100%). FREQUENCY: Periodic. YEAR OF EARLIEST DATA: 1980. YEAR OF LATEST DATA: 1982. (TJH)

ED 313 439 TM 014 208
High School and Beyond. 1980 Senior Cohort.
Second Follow-Up (1984). [machine-readable data file].

Center for Education Statistics (OERI/ED), Washington, DC.

Report No.—EF-000006

170 Document Resumes

Pub Date—84

Note—For documentation pertaining to this data file, see ED 271 485.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—Cohort Analysis, *Databases, *Follow-up Studies, Graduate Surveys, High School Graduates, High Schools, *High School Seniors, Mail Surveys, *National Surveys, Online Systems, Questionnaires, School Surveys, *Statistical Data, Student Characteristics

Identifiers—*High School and Beyond (NCES), *Senior Cohort Second Followup Data File 1984

The High School and Beyond Senior Cohort Second Follow-Up (SCSF) data file (1984) is presented. The file consists of 11,995 records. The SCSF data tape contains five related files: (1) the raw data file (including the randomized identification number; first follow-up flags and composites; base-year questionnaire data; first follow-up questionnaire data; selected base-year school items; second follow-up questionnaire data; and second follow-up flags, composites, and weights); (2) the record layout for the raw data file; (3) the Statistical Analysis System (SAS) control cards; (4) the SPSS control cards; and (5) the SPSS-X control cards. TYPE OF SURVEY: National Survey; Follow-up Survey; Sample Survey. POPULATION: High School Seniors (3,040,000). SAMPLE: High School and Beyond Senior Cohort (12,199). RESPONDENTS: High School and Beyond Senior Cohort (11,995). FREQUENCY: Biennial. YEAR OF EARLIEST DATA: 1980. YEAR OF LATEST DATA: 1984. (TJH)

ED 313 440 TM 014 209
High School and Beyond. 1980 Sophomore Cohort.

Second Follow-Up (1984). [machine-readable data file].

Center for Education Statistics (OERI/ED), Washington, DC.

Report No.—EF-000004

Pub Date—84

Note—For documentation pertaining to this data file, see ED 271 484.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—Cohort Analysis, *Databases, *Follow-up Studies, *Grade 10, Graduate Surveys, *High School Graduates, High Schools, High School Students, Mail Surveys, *National Surveys, Online Systems, Postsecondary Education, Questionnaires, School Surveys, Statistical Data, Student Characteristics

Identifiers—*High School and Beyond (NCES), *Sophomore Cohort Second Followup Data File

The High School and Beyond 1980 Sophomore Cohort Second Follow-Up (1984) data file is provided. The data file consists of 14,825 records containing the following files: (1) the raw data file (including the randomized identification number; first follow-up flags and composites; base-year questionnaire data; first follow-up questionnaire data; dropout questionnaire data; transfer supplement data; early graduate data; first follow-up test data; selected school data; second follow-up data; and second follow-up weights, flags, and composite variables); (2) the record layout for the raw data file; (3) Statistical Analysis System (SAS) control cards; (4) SPSS control cards; and (5) SPSS-X control cards. TYPE OF SURVEY: National Survey; Follow-up Survey; Sample Survey. POPULATION: High School (24,725); High School Sophomores (3,779,288). SAMPLE: High School and Beyond Sophomores (18,500). RESPONDENTS: High School and Beyond Sophomore Cohort (14,825). RESPONSE RATE: High School and Beyond Sophomore Cohort (80%). FREQUENCY: Biennial. YEAR OF EARLIEST DATA: 1980. YEAR OF LATEST DATA: 1984. (TJH)

ED 313 441 TM 014 210
High School and Beyond. 1980 Senior Cohort.

First Follow-Up (1982). [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000005

Pub Date—82

Note—For documentation pertaining to this data file, see ED 243 958.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—Cohort Analysis, *Databases, *Follow-up Studies, *Grade 12, Graduate Surveys, High School Graduates, High Schools, *High School Seniors, Mail Surveys, Online Systems, School Surveys, Statistical Data, *Student Characteristics

Identifiers—*High School and Beyond (NCES), *Senior Cohort First Followup Data File 1982

The High School and Beyond 1980 Senior Cohort First Follow-Up (1982) Data File is presented. The First Follow-Up Senior Cohort data tape consists of four related data files: (1) the student data file (including data availability flags, weights, questionnaire data, and composite variables); (2) Statistical Analysis System (SAS) control cards for defining a SAS system file; (3) SPSS control cards for creating three separate SPSS system files (a data availability flag file, a base-year student data file, and a first follow-up student data file); and (4) the text file for the "User's Manual" and the print file of the frequency distributions. The senior student data file consists of 11,995 records. TYPE OF SURVEY: National Survey; Follow-up Survey; Sample Survey. POPULATION: High School Seniors (3,040,000). SAMPLE: High School Seniors (11,995). RESPONSE RATE: High School Seniors (94%). FREQUENCY: Biennial. YEAR OF EARLIEST DATA: 1980. YEAR OF LATEST DATA: 1982. (TJH)

ED 313 442 TM 014 211
High School and Beyond. Transcripts Survey

(1982). [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000011

Pub Date—82

Note—For documentation pertaining to this data file, see ED 243 957.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—*Academic Records, *Databases, *Grade 10, Grade 12, Graduate Surveys, High School Graduates, High Schools, *High School Students, Online Systems, *School Surveys, Statistical Data, *Student Characteristics

Identifiers—*High School and Beyond (NCES), *Transcripts Survey Data File 1982

The High School and Beyond (HSB) Transcripts Survey (1982) data file is provided. The data file contains high school transcript data for a sample of students in the 1980 Sophomore Cohort of the HSB study. Two different record types are included in the Transcripts file: (1) "Type 1" records; and (2) "Type 2" records. For each student in the file, there is a single "Type 1" record, which contains some variables from the HSB student file, plus general information collected from each student's transcript, including information on absenteeism, class rank, grade point average, and scores on selected college entrance examinations and advanced placement tests. Multiple "Type 2" records are present for each student, one for each course reported. "Type 2" records contain the year the course was taken, a special program indicator for the course, a set of flags indicating when and for how long the student was enrolled in the course, credit earned by completing the course, and the grade received. TYPE OF SURVEY: National Survey; Sample Survey. POPULATION: High Schools (1,015); Transcripts of High School Sophomores (29,737).

SAMPLE: High Schools (999); Transcripts of High School Sophomores (18,152). RESPONDENTS: High Schools (949); Transcripts of High School Sophomores (15,941). RESPONSE RATE: High Schools (95%); Transcripts of High School Sophomores (87.8%). FREQUENCY: Periodic. YEAR OF EARLIEST DATA: 1978. YEAR OF LATEST DATA: 1982. (TJH)

ED 313 443 TM 014 212
High School and Beyond. 1980 Sophomore Cohort.

First Follow-Up (1982). [machine-readable data file].

National Center for Education Statistics (ED), Washington, DC.

Report No.—EF-000003

Pub Date—82

Note—For documentation pertaining to this data file, see ED 243 959.

Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. (\$175).

Pub Type—Machine-Readable Data Files (102) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—Cohort Analysis, *Databases, *Follow-up Studies, *Grade 10, Graduate Surveys, High School Graduates, High Schools, *High School Students, Mail Surveys, Online Systems, *School Surveys, Statistical Data

Identifiers—*High School and Beyond (NCES), *Sophomore Cohort First Followup Data File 1982

The High School and Beyond 1980 Sophomore Cohort First Follow-Up (1982) data file is presented. The First Follow-Up Sophomore Cohort data tape consists of four related data files: (1) the student data file (including data availability flags, weights, questionnaire data, and composite variables); (2) Statistical Analysis System (SAS) control cards for defining a SAS system file; (3) SPSS control cards for creating seven separate SPSS system files (data availability flag file, base-year student data file, first follow-up in-school questionnaire data file, first follow-up not-currently-in-school questionnaire data file, first follow-up transfer supplement data file, first follow-up early graduate supplement data file, and first follow-up test scores and selected base-year and first follow-up school questionnaire data file); and (4) the text file for the "User's Manual" and the print file of the frequency distributions. The sophomore cohort student data file contains 29,737 records. TYPE OF SURVEY: National Survey; Follow-up Survey; Sample Survey. POPULATION: High School Sophomores (3,780,000); High Schools (24,725). SAMPLE: High School and Beyond Sophomores (30,030); High School and Beyond Schools (1,015). RESPONDENTS: High School and Beyond Sophomores (27,118); High School and Beyond Schools (997). RESPONSE RATE: High School and Beyond Sophomores (90.3%); High School and Beyond Schools (98%). FREQUENCY: Biennial. YEAR OF EARLIEST DATA: 1980. YEAR OF LATEST DATA: 1982. (TJH)

ED 313 444 TM 014 285

Gentry, Darrell L.

Teacher-Made Test Construction.

Pub Date—Nov 89

Note—11p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, Criterion Referenced Tests, *Educational Objectives, Elementary Secondary Education, Mathematics Tests, Norm Referenced Tests, *Specifications, *Teacher Made Tests, *Test Construction

This paper suggests that clear understanding and articulation of explicit instructional objectives combined with the use of a simple table of specifications can significantly improve the quality of teacher-made tests. Topics addressed in these guidelines for the construction of tests by teachers include: instructional objectives, types of tests and associated characteristics, test content selection, and the development of tables of specifications. Bloom's Taxonomy, which classifies objectives into three major domains (cognitive, affective, and psychomotor), is used as a basis for the discussion. Criterion-refer-

enced tests (including mastery tests) and norm-referenced tests are characterized. Hypothetical instructional objectives for a simple geometry test are outlined and placed within a table of specifications. (TJH)

ED 313 445 TM 014 286

Center, David B. Reeves, Haroldyn

The Quick Screening Inventory (QSI) for Serious Emotional Disturbance.

Pub Date—[87]

Note—18p.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Disorders, Disabilities, Elementary Secondary Education, Emotional Disturbances, Psychological Testing, Public Schools, School Role, Screening Tests

Identifiers—Quick Screening Inventory, Screening Programs

This paper discusses the need for screening programs to identify seriously emotionally disturbed students and describes the development and trial of a screening instrument for identifying probable cases from among possible cases. The Quick Screening Inventory (QSI) is a brief, easy-to-use instrument that is directly related to the definition of serious emotional disturbance in Public Law 94-142. The Law requires that the public schools identify all handicapped students, including those determined to be seriously emotionally disturbed. The development and initial reliability testing of the QSI, which contains 45 paired "yes/no" items, involved its administration to graduate students and included the administration of a test evaluation instrument to teachers. The QSI was demonstrated to have adequate reliability for a screening instrument. A screening trial was conducted in a small school system of 107 teachers and 1,746 students that was without serious emotional disturbance services. The school population was 35% black and 65% white. The trial was initiated in the spring after teachers had taught students for a long enough period to apply the duration criterion used by the instrument. The QSI identified 1.6% (n=28) of the system's student population as being probable cases of serious emotional disturbance. Students identified with the QSI were reassessed with the Behavior Problem Checklist (Revised); 96% (n=27) of the identified cases were confirmed as probable cases of severe emotional disturbance. The QSI is provided. (TJH)

ED 313 446 TM 014 289

Jarrell, Michele G. Burry, Judith A.

Coping Strategies Inventory for Statistics.

Pub Date—Nov 89

Note—18p. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Coping, Higher Education, Introductory Courses, Likert Scales, Mathematics Anxiety, Psychological Testing, Rating Scales, Situational Tests, Statistics, Student Evaluation, Study Skills, Test Anxiety, Test Reliability, Test Validity, Test Wiseness, Undergraduate Students

Identifiers—Coping Strategies Inventory for Statistics

The Coping Strategies Inventory for Statistics (CSIS) is designed to identify beginning statistics students with non-facilitative test-taking and study-coping skills. The self-administered CSIS consists of directions followed by two scenarios. The student reads each scenario, decides how he or she would react to the situation, and rates each of the coping strategies on a scale of 0 to 9 as "not at all characteristic" or "characteristic" of himself or herself. The first scenario addresses study coping skills, and the second addresses test-taking coping skills. The CSIS was piloted on two undergraduate introductory statistics classes in the College of Education at the University of Alabama in the fall of 1988. A total of 45 students (5 males and 40 females), representing 20 different majors, took the inventory. The CSIS was administered during the last class meeting before the fall semester final exam and again (in a slightly modified form) before the first exam of the spring semester. Factor analysis indicated that the CSIS has reliability, demonstrates evidence of validity, and is appropriate for its stated use. The CSIS is provided. (TJH)

ED 313 447

Figa, Leslie E.

The Ability of the Student-Teacher Factor To

Discriminate between Subjects on the Bickley Assessment of Self Esteem.

Pub Date—[79]

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, Elementary School Students, Grade 1, Grade 2, Grade 3, Instructional Program Divisions, Kindergarten Children, Primary Education, Psychological Testing, Self Concept Measures, Self Esteem, Teacher Student Relationship, Test Validity

Identifiers—Bickley Assessment of Self Esteem

The 50-item Bickley Assessment of Self Esteem (BASE) is an experimental instrument designed to measure the self-esteem of children enrolled in early childhood education. In addition to yielding an overall measure of a child's self-esteem, the BASE attempts to measure the child's general orientation toward academics, toward his or her teachers, and toward other persons. A study involving 206 children enrolled in kindergarten through grade 3 evaluated the ability of 14 BASE items to assess how the student feels in relationship to his or her teacher(s), or the student-teacher factor. Results of a one-way analysis of variance, with grade level as the main effect, indicate that when the 206 profiles were scored on only the items that constitute the student-teacher factor of the BASE, a significant difference was found between the four grade levels examined. A New Duncan Multiple Range Test was used to determine which grade levels were significantly different from others; kindergarten contrasted with all three other grade levels. A Kuder-Richardson Formula 21 reliability was computed to measure the internal consistency of the items. Overall, data tend to indicate that the BASE can discriminate between subjects on the student-teacher factor. (TJH)

ED 313 448

Halpin, Glennelle And Others

Factor Structure of the Adult Career Concerns Inventory.

Pub Date—Nov 89

Note—24p. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Counseling, Adults, Career Change, Career Counseling, Career Exploration, Career Planning, Construct Validity, Factor Structure, Graduate Students, Higher Education, Mail Surveys, Nursing Education, Occupational Tests

Identifiers—Adult Career Concerns Inventory

A study involving 169 graduate nursing students (4 males and 165 females) was conducted to assess the construct validity of the Adult Career Concerns Inventory (ACCI). The ACCI is designed to assess career concerns of adults of any age and occupation. Focused on the "planfulness" and exploration factors of the theoretical model of vocational maturity developed by D. E. Super et al. (1988), the 65-item Likert scale instrument assesses respondents' career exploration, establishment, maintenance, disengagement, and change. Respondents to the mailed questionnaire included 102 female and two male students, aged 23 to 62 years. Factor loadings were developed for ACCI items using principal axis factoring and both varimax and oblique rotations were applied to the initial factor matrix. This study provides an example of rationally defined scales giving more interpretable information than statistically defined scales. Two data tables are included. (TJH)

ED 313 449

Bobbett, Gordon C.

Post-Secondary Programs Musical Independence and Related Academic/Musical Experiences.

Pub Date—Nov 89

Note—20p. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Bands (Music), College Students, Curriculum Evaluation, Educational Experience, Higher Education, Mu-

sic Activities, Music Education, Program Evaluation, Standards

Identifiers—Music Achievement Test 3 (Colwell), Musical Independence

This paper discusses the need for standards for instrumental music students and programs. Standards should be developed within a sound theoretical framework. Bobbett's theoretical framework for college musical students, as illustrated by the hierarchy of musical independence, is discussed; and musical independence is distinguished from musical achievement. Musical independence, composed of a broad variety of skills, is directly related to the amount of assistance needed by the individual or group—the less assistance needed, the higher the musical independence. The musical independence of instrumental band students at a large, postsecondary institution—the University of Tennessee at Knoxville—was evaluated using Colwell's Music Achievement Test 3 (MAT3). Students participating in the wind ensemble (n=31) and campus band (n=73) were evaluated. In addition to the MAT3, demographic questions covering general, high school, and college activity areas were included. Test results indicate that: (1) the MAT3 distinguished between students in the top performing band (wind ensemble) and those in the training band (campus band); (2) all musical skills tested fit logically into the musical independence hierarchy; and (3) musical independence requires many types of musical training and experience, not just cognitive and sensing skills. It appears that the MAT3 can be used not only to measure growth in a secondary program, but to "red flag" programs that are not growing. (TJH)

ED 313 450

French, Russell L. And Others

A Study of Learning Style Accommodation and Thinking Skills Instruction Found in the Teaching of Thematic Map Use.

Pub Date—Nov 89

Note—25p. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Style, Content Analysis, Elementary School Teachers, Elementary Secondary Education, Inservice Teacher Education, Institutes (Training Programs), Map Skills, Participant Observation, Program Evaluation, Secondary School Teachers, Summer Programs, Teaching Methods, Thematic Approach

Identifiers—Accommodation Theory, National Geographic Society, Tennessee Geographic Alliance

An evaluation of a summer geography institute focusing on the use of thematic maps as tools for teaching across the curriculum was conducted during 1988. The annual institute is sponsored by the Tennessee Geographic Alliance in conjunction with the National Geographic Society. Thematic map making involves portrayal of visible patterns of inequality that stimulate questions and responses. In essence, thematic maps are tools for eliciting speculations, tentative explanations, and hypotheses to be tested. The 1988 institute involved 24 fourth-through 12th-grade teachers from Tennessee and South Carolina. Five techniques were used in the comprehensive evaluation of the institute: (1) participant observation; (2) participant perception survey; (3) participant interviews; (4) content analysis of participant diaries; and (5) content analysis of institute materials. A total of 36 activities and 30 materials were coded and charted by investigators to determine levels of learning style accommodation and thinking skills facilitation. Results indicate that thematic mapping accommodates a range of perceptual learning styles and contributes to the development of higher order thinking skills and processes. In addition, simple analyses of instructional activities and materials can generate valuable information for instructional decision making. (TJH)

ED 313 451

Bell, David And Others

Curriculum Mapping: Congruence of Arkansas Course Content Guides and Reporting Forms.

Pub Date—Nov 89

Note—7p. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Content, *Curriculum Guides, Elementary Education, Grades (Scholastic), Graduation Requirements, Minimum Competency Testing, *Report Cards, School Districts Identifiers—*Arkansas, *Curriculum Mapping

Data from 202 out of 311 surveyed school districts in Arkansas were collected to assess the congruence of course content guides, developed under administrative mandate by the school districts, with associated parental reporting forms. The guides outline skills associated with three instructional/skill levels—basic, developmental, and extensions—within each subject area at each grade level. Skills are measured by the Minimum Performance Test, given each year to students in third, sixth, and eighth grades. Promotion from the eighth grade depends upon mastery of the basic skills listed in the five content guides for reading, mathematics, language arts, science, and social studies. Teachers must report each child's progress to parents via a form created by the school. Results of the survey indicate that: (1) 99% of the schools used some form or letter for reporting; (2) 42% used a combination of letter grades and percentage grades; (3) 57% used letter grades only; (4) one school used a parent conference form instead of a report card; and (5) two schools used a computer in reporting grades to parents. In general, the reporting forms were not congruent with the expressions used in the course content guides. (TJH)

ED 313 452

TM 014 310

Vaughan, Willard S., Ed.

Cognitive and Neural Sciences Division, 1989

Programs.

Office of Naval Research, Arlington, Va.

Report No.—ONR-114289-22

Pub Date—Aug 89

Note—247p.

Pub Type—Reference Materials—Directories/Catalogs (132)—Reports—Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Behavioral Science Research, Cognitive Processes, *Federal Programs, Intelligence, Labor Force Development, Learning Processes, Perception, *Program Descriptions, Program Evaluation, *Research and Development, Research Projects, *Scientific Research, Social Science Research

Identifiers—Office of Naval Research

This report documents research and development performed by principal investigators under the sponsorship of the Office of Naval Research Cognitive and Neural Sciences Division during fiscal year 1989. Programs are conducted under contracts and grants awarded on the basis of proposals received in response to a Broad Agency Announcement in the "Commerce Business Daily". Candidate programs are evaluated on the scientific merit of the proposed research, facilities available for its conduct, competence of principal investigators, and relevance to Navy needs. Most of the programs are basic in nature, with a selected augmentation by exploratory development efforts. The Cognitive Science Research Programs include research into the human learner's cognitive architectures and abilities; learning and instruction; model-based measurement; and knowledge, skill, and expertise. The Perceptual Science Research Programs include research into vision and visual attention, audition, haptics and sensory guided motor control, and human factors technology. The Biological Intelligence Research Programs foster research into computation in large neural networks, chemical modulators of information processing, neural processing of sensory information, local neural circuit interaction, marine mammals, and behavioral immunology. The Manpower, Personnel and Training Research and Development Programs are also listed. Program descriptions list each program's title, principal investigator, project code, current end date, objective, approach, progress, and resulting literature. (TJH)

ED 313 453

TM 014 313

New Jersey Statewide Testing System: Spring 1989 High School Proficiency Test, State Summary, Grade 9.

New Jersey State Dept. of Education, Trenton.

Pub Date—89

Note—89p.

Pub Type—Numerical/Quantitative Data (110)—Reports—Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annual Reports, *Grade 9, Graduation Requirements, High Schools, *High School

Students, Mathematics Tests, *Minimum Competency Testing, Reading Tests, School Districts, School Effectiveness, *School Statistics, *State Programs, Testing Programs, *Test Results, Writing Evaluation

Identifiers—New Jersey High School Proficiency Test

Ninth grade results from the April 1989 administration of the New Jersey High School Proficiency Test (HSPT) are reported. Passing the HSPT, which consists of reading, writing, and mathematics sections, is a high school graduation requirement in New Jersey. In 1989, the HSPT was administered to 67,099 ninth, 6,352 10th, 3,018 11th, and 762 12th graders. This report includes a series of tables summarizing grade 9 test results statewide for all three test sections. Comparisons of student performance include percent passing, mean score, and score distribution categories. In addition, tables are included that compare student performance for District Factor Group (DFG), 56 urban districts, and Regional Curriculum Services Unit regions. The DFG is an index of the socioeconomic status of a district. Finally, the report contains district-by-district and school-by-school results grouped by DFG. Results for each subject are compared to student performance in 1988 and to the first year the test section was scaled (base year). The HSPT scores in this report exclude special education students, limited English-proficient students, and students whose answer folders were voided. Of the 65,787 students taking the reading section, 64,332 (97.8%) passed it. Of the 66,388 students taking the mathematics section, 58,348 (87.9%) passed it. These figures represent increases over past years for all three sections. Of the 65,734 students taking the writing section, 61,566 (93.7%) passed it. Statewide, the number of ninth graders who passed all three sections of the test in 1989 was 56,253 (83.8%); in 1988, the number was 53,204 (76.7%). (TJH)

ED 313 454

TM 014 314

Ackerman, Phillip L.

Individual Differences in Learning and Cognitive Abilities. Final Report.

Minnesota Univ., Minneapolis.

Spons Agency—Office of Naval Research, Arlington, Va.

Pub Date—15 Sep 89

Contract—N00014-86-K-0478

Note—81p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Air Traffic Control, *Cognitive Ability, Computer Simulation, *Federal Programs, *Individual Differences, *Learning Processes, Performance, *Research Projects, Research Reports, *Skill Development

Identifiers—*Empirical Research

This final report reviews a program of theoretical and empirical research focusing on the ability determinants of individual differences in skill acquisition. An integrative framework for information processing and cognitive ability determinants of skills is presented, along with principles for ability-skill relations. Three major patterns of individual differences in skill acquisition are considered: (1) changes in between-subject variability; (2) the simplex pattern of trial intercorrelations; and (3) changing ability-performance correlations with practice. In addition to a review of previous theory and data, experimental manipulations are used to evaluate the cognitive ability demands associated with information processing parameters of skilled performance. A complex air traffic controller simulation task used in several investigations is introduced, along with empirical tests of theoretical principles. Examinations of practice-related between-subject variance changes and ability-performance correlations are used to demonstrate that an equivalence exists between three broad phases of skill acquisition and three cognitive/intellectual ability determinants of individual differences. Recent extrapolation of the theory to a dynamic representation of abilities is reviewed. Abstracts of scientific publications associated with the research are appended. (Author/TJH)

UD

ED 313 455

UD 026 604

Conwell, Catherine R. And Others

Students' Perceptions When Working in Cooperative Problem Solving Groups.

Pub Date—11 Nov 88

Note—33p.; Paper presented at the North Carolina Science Teachers Association Convention (Asheville, NC, November 11, 1988).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Black Students, *Cooperative Learning, Friendship, Group Activities, Group Dynamics, Instructional Design, Intermediate Grades, Problem Solving, Qualitative Research, *Racial Differences, *Role Perception, School Attitudes, *Science Instruction, Self Esteem, *Sex Differences, Social Cognition, *Student Attitudes, Urban Schools, White Students

This study investigates the effect of cooperative learning on students' self-perceptions. Areas explored include students' perceptions concerning their: (1) achievement, regardless of present achievement level; (2) personal worth; (3) friendship formation with different ethnic groups and sexes; and (4) enjoyment of school. Interviews were conducted with 28 students, who had extensive experience working in cooperative learning groups, from seven intermediate science classrooms in an urban school system. Subjects were videotaped while participating in a cooperative problem-solving lesson. Findings include the following: (1) students perceived their achievement positively, rating it high or average; (2) nearly two-thirds of the students rated their self-esteem as high; (3) white students, and particularly white females, felt positive about themselves when working in groups; (4) more than three-fourths of the students enjoyed working with everyone in the group; (5) students noted no preference for race or sex; (6) more than two-thirds of the students enjoyed school more when working in groups; and (7) the overall response of black students to group work was not as positive as that of white students. A list of 13 references is included. Statistical data are included on seven tables. (FMW)

ED 313 456

UD 026 978

Rowan, Joseph L.

The Effect of Gender on the Non-Promotion of Black Males.

Pub Date—[89]

Note—15p.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Failure, *Black Students, Females, *Grade Repetition, High Schools, High School Students, Literature Reviews, *Males, Racial Bias, *Sex Differences, Statistical Analysis, Student Attitudes, Student Promotion, *Urban Schools

Identifiers—*Illinois (Chicago)

An analysis of sex differences in promotion and non-promotion rates in an inner city public high school in Chicago (Illinois) supports the findings of national studies on the promotion trends of black students. A review of the literature reveals the following major trends among black males: (1) black males tend to avoid intellectual engagement and competition as a result of racism, peer pressure, and poor acculturation; (2) young black males display negative attitudes and behavior towards school as early as fourth grade; (3) students who do not have success with the educational system are at high risk of dropping out; (4) low academic achievement among black students quickly results in non-promotion to the next grade followed by dropping out of school; and (5) at each grade level, black males are retained at significantly higher rates than black females. An analysis of promotion and retention data on 1,427 students who attended an all-black Chicago innercity high school in June 1989 yields the following results: (1) males in the 9th and 10th grades were demoted at a rate 35 percent higher than females; (2) males in the 11th grade were demoted at a rate nine percent higher than females; and (3) on a school-wide basis, males were demoted at a rate 16 percent higher than females. Statistical data are included on two tables. A 10-item bibliography is appended. (FMW)

ED 313 457

UD 026 984

Cunningham, Claire And Others

Equity Training for State Education Agency Staff.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—86

Note—135p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, *Civil Rights Legislation, Elementary Secondary Education, *Equal Education, Federal Legislation, *Multicultural Education, *Sex Bias, *Sex Discrimination, Staff Development, *State Departments of Education, Womens Education

Identifiers—Bilingual Education Act 1984, Carl D Perkins Vocational Education Act 1984, Civil Rights Act 1964 Title IV, Civil Rights Act 1964 Title VI, Education Consolidation Improvement Act Chapter 1, Education for All Handicapped Children Act, Rehabilitation Act 1973 (Section 504), Title IX Education Amendments 1972, Womens Educational Equity Act

A training manual for state education agency (SEA) staff dealing with issues of sex bias and discrimination in the educational system is presented. The manual is designed to achieve the following primary objectives: (1) provide a status report on federal and state roles in promoting educational equity; (2) provide an overview of inequities based on race, sex, national origin, and disability that exist in the educational system; and (3) encourage staff to work cooperatively in integrating equity concerns into SEA programs and activities. While portions of the manual can be adapted for use at the local level, the information and strategies are designed to promote coordination among SEA staff. Materials are organized into seven self-contained chapters which can be presented sequentially or independently. Chapter 1, "Participant Self-Assessment," is designed to assess awareness of equity issues and knowledge of equity-related laws and research and comprises a self-assessment worksheet and answer sheet. Chapter 2, "The Federal and State Roles in Promoting Educational Equity," comprises the following sections: (1) "The Federal Role"; (2) "Grove City College v. Bell"; (3) "The State Role"; and (4) "Equity Action at the State Level-A Worksheet." Chapter 3, "Equity-Related Laws at the Federal Level," comprises the following sections: (1) "Title IX of the Education Amendments of 1972"; (2) "Title VI of the Civil Rights Act of 1964"; (3) "The Education of All Handicapped Children Act of 1973"; (4) "Section 504 of the Rehabilitation Act of 1973"; (5) "Title IV of the Civil Rights Act of 1964"; (6) "Women's Educational Equity Act of 1984"; (7) "The Carl D. Perkins Vocational Education Act"; (8) "Bilingual Education Act of 1984"; (9) "Chapter 1 of the Education Consolidation and Improvement Act"; (10) "Summary of Federal Equity-Related Laws"; and (11) "Applying the Law-A Worksheet." Chapter 4, "Persistent Inequities," comprises the following sections: (1) "Introduction"; (2) "Social and Economic Inequities Facing Women"; (3) "Discrimination and Inequities in Elementary and Secondary Schools"; and (4) "Persistent Inequities—Small Group Activity." Chapter 5, "Integrating Equity Concerns: A Collaborative Approach," comprises the following sections: (1) "Increasing Collaboration among Equity Staff"; (2) "Integrating Equity Concerns into SEA Activities"; (3) "Assessing Collaboration among Equity Staff-A Worksheet"; (4) "Identifying Equity Needs of SEA Staff-A Worksheet"; and (5) "A Checklist To Assess the Extent to Which Equity Concerns Have Been Integrated into SEA Activities-A Worksheet." Chapter 6 describes next steps for SEA equity staff and Chapter 7 provides materials on evaluation and feedback. The participant activities which accompany each chapter can be adapted for either large- or small-group meetings. Statistical data are included on nine tables and one graph. (FMW)

ED 313 458

UD 026 999

Farley, Reynolds Allen, Walter R.

The Color Line and the Quality of Life in America.

The Population of the United States in the 1980s.

For the National Committee for Research on the

1980 Census. A Census Monograph Series.

Russell Sage Foundation, New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.

N.Y.; Mott (C.S.) Foundation, Flint, Mich.; Social Science Research Council, New York, N.Y.

Report No.—ISBN-0-87154-223-4

Pub Date—87

Note—493p.

Available from—Russell Sage Foundation/CUP

Services, P.O. Box 6525, Ithaca, NY 14851

(\$37.50).

Pub Type—Books (010) — Numerical/Quantita-

tive Data (110) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Black History, *Blacks, *Census Figures, Comparative Analysis, Economic Status, Educational Attainment, *Equal Opportunities (Jobs), Family Structure, *Population Trends, *Racial Differences, Racial Discrimination, Racial Segregation, Rural to Urban Migration, *Sociocultural Patterns, Whites

Identifiers—Census 1980

This book is about race and the differences race makes in the lives of Americans. Its mission is to convert 1980 census data into authoritative analyses of major changes and trends in American life. It includes the following chapters: (1) "Race in America: The Dilemma Continues"; (2) "Black Population Growth from Colonial Times to World War II"; (3) "An Analysis of Mortality: 1940 to the Present"; (4) "Fertility Trends: 1940 to the Present"; (5) "The Redistribution of the Black Population and Residential Segregation"; (6) "Black Family, White Family: A Comparison of Family Organization"; (7) "The Schooling of America: Black-White Differences in Education"; (8) "Employment"; (9) "Racial Differences in Occupational Achievement"; (10) "Personal Income"; (11) "The Earnings of Employed Workers"; (12) "Race, Ancestry, and Socioeconomic Status: Are West Indian Blacks More Successful?"; and (13) "A World with No Color Line: Race and Class in Twenty-First Century America." Sixty-four tables and 49 figures are included. An appendix, containing 18 tables, presents an evaluation of the quality of census data. An extensive list of references is included. (JS)

ED 313 459

UD 027 005

McKenna, Teresa, Ed. Ortiz, Flora Ida, Ed.

The Broken Web: The Educational Experience of

Hispanic American Women.

Tomas Rivera Center, Claremont, CA.

Report No.—ISBN-0-915745-15-2

Pub Date—88

Note—262p.

Available from—Florico Press, 16161 Ventura

Blvd., Suite 830, Encino, CA 91436 (\$23.95; add

10% for shipping and handling).

Pub Type—Information Analyses (070) — Col-

lected Works - General (020) — Reports - De-

scriptive (141)

Document Not Available from EDRS.

Descriptors—Acculturation, Catholic Schools,

Cultural Influences, Dropout Rate, Educational

Attainment, Educational Change, *Educational

Research, Elementary Secondary Education,

*Equal Education, *Females, *Hispanic Americans,

Public Policy, Public Schools, Socialization,

*Student Needs

The articles in this volume document an educational situation which underserves Chicanas/Latinas and contributes to an unraveling of women's power to perform creative functions in society. The lack of research on this topic only serves to hide the problem which threatens to undermine the educational success of a major percentage of Chicana/Latina females. How data are collected, how students are tested, and, most important, how success is defined are issues addressed by the contributors to this volume. Without these types of investigations and discussions, the gender- and ethnic-specific dimensions of the problem will never be articulated fully. Chapter 1, "Prologue," includes the following articles: (1) "An Assessment of the Status of the Education of Hispanic American Women" (A. R. Del Castillo, J. Frederickson, T. McKenna, and F. I. Ortiz); and (2) "Institutional Responsibility in the Provision of Educational Experiences to the Hispanic American Female Student" (M. L. Jaramillo). Chapter 2, "Context and Critique," includes the following articles: (1) "The Interdependency of Educational Institutions and Cultural Norms: The Hispana Experience" (A. R. Del Castillo and M. Torres); and (2) "Toward Understanding the Educational Trajectory and Socialization of Latina Women" (R. E. Zambrana); and (3) "The Nexus of Class, Culture and Gender in the Education of Mexican American Females" (J. D. Vigil). Chapter 3, "High School and Beyond Revisited," includes the following articles: (1) "Retention of Hispanic American High School Youth" (T. B. Hoffer); and (2) "Achievement and Educational Aspirations among Hispanic Female High School Students: Comparison between Public and Catholic Schools" (V. Lee). Fifteen tables, 8 figures, and 33 references are included. Facts and figures on Hispanic Americans, women, and education are appended. (JS)

ED 313 460

UD 027 015

Dharmadhikari, Sarita

The Official English Movement in New York and

in the Nation.

New York City Dept. of City Planning, N.Y.

Pub Date—27 Jun 89

Note—23p.

Pub Type—Legal/Legislative/Regulatory Materi-

als (090) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, *Civil Rights, *Cultural

Pluralism, English (Second Language), *Ethnic

Discrimination, Federal Regulation, Government

Role, Immigrants, Language Proficiency, Public

Policy, *State Legislation

Identifiers—*English Only Movement, Legislative

History, *New York, State Role

"English Only" and "Official English" are two

terms that are used to describe the movement to

declare English the official language of the United

States. Sixteen states have laws declaring English

their official language; 14 of these laws have been

passed since 1981. This report describes the effect of

the movement in New York State (which does not

have such laws) and nationally. The report includes

an executive summary and six sections. Section 1,

"A History of the Official English Movement," de-

scribes the evolution of "U.S. English" and other

organizations to promote official language initia-

tives. Section 2, "State Summary," provides chro-

nological and legislative data on states' Official

English laws. Section 3, "New York State," records

the opposition of Governor Mario Cuomo and New

York City Mayor Edward Koch to Official English,

and describes county and state attempts to legislate

the language restriction. Section 4, "Federal Activ-

ity," examines six Official English bills introduced

in the U.S. House and Senate. Section 5, "English

Plus," describes the counterposition to English

Only and Official English, proposed federal legisla-

tion on its behalf, and adopted state and local poli-

cies supporting it; national groups working for

English Plus are also listed. Section 6, "The Official

English Principle in Practice," cites examples of lit-

eral and illegal interpretations of English Only laws,

indicating the need for additional legal and legisla-

tive explication. (AF)

ED 313 461

UD 027 043

Shays, Betsy

Which Kids Matter? And to Whom?

Pub Date—May 89

Note—25p.

Pub Type—Opinion Papers (120) — Reports -

Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disadvantaged Youth, *Dropout

Prevention, *Early Intervention, *Education

Work Relationship, Elementary Secondary Edu-

cation, Futures (of Society), *High Risk Students,

Labor Force, *Minority Group Children, Out-

comes of Education, Poverty, Preschool Educa-

tion, Public Policy

Identifiers—*Connecticut

In Connecticut, the state with the highest per

capita income in the country, 110,000 children, or 14.5

percent of the population, live in poverty; 39,000 of

these poor children are 5 years of age or younger.

Further, 38.5 percent of Black children and 62.3

percent of Hispanic children in Connecticut live in

poverty. Poverty and membership in a racial or eth-

nic minority group are factors identified with chil-

dren at risk of educational failure and dropping out.

The high costs of poor educational outcomes are

measurable in the welfare system, the criminal jus-

tice system, health care services, and unemploy-

ment compensation. Connecticut and the nation

must provide all children with a good education in

order to compete in the global marketplace. This

paper, addressed to Connecticut legislators, pre-

sents research findings, interpretations, and analyses

supporting the contention that early intervention is

highly effective in dropout prevention; poor chil-

dren at risk of academic failure benefit in the short

and long terms from a quality preschool experience.

However, among educational initiatives before the

Connecticut legislature, preschool programs have

minimal support, suggesting shortcomings in politi-

cal will, long range planning and commitment, and

leadership. The paper includes one chart and a list

of 10 references. (AF)

ED 313 462

UD 027 077

Learning Center Program, SY 1987-88, Evaluation

Report Summary.

R1E APR 1990

Hawaii State Dept. of Education, Honolulu. Office of the Superintendent.

Pub Date—Nov 88

Note—86p; Tables 2 and 4 contain small print.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Education, Adolescents, Curriculum Development, Discovery Learning, Elementary Secondary Education, Enrichment, Equal Education, Experiential Learning, Learning Experience, Learning Laboratories, Learning Strategies, Program Evaluation, Resource Centers, Secondary School Curriculum, Student Motivation, Teaching Methods

Identifiers—Curriculum Implementation, *Hawaii

This evaluation summary is a synopsis of information on the school year (SY) 1987-1988 Learning Center program in Hawaii contained in 20 different evaluation reports, one on each Learning Center. Each Learning Center served elementary, intermediate, or high school students, and the program of each was designed to equalize educational opportunities by providing truly open choices to public school students and their parents. Because the program of a Center could be quite specific, some had special admissions requirements or prerequisites. Five Centers offered performing arts; three offered media communications; seven had an occupational-academic career technology focus; and five offered classic academic courses. The overview section provides the national and state context for the inherent worth of the program. A generic Learning Center is described in goals, definition, and description sections. The four major implementation categories are broken up in the following areas: (1) purposes; (2) program organization; (3) program resources; (4) and students served. Students' evaluations and parents' evaluations are examined. Major accomplishments, needs, and concerns are also discussed. The paper concludes with a discussion and recommendations section. Data are presented on 15 figures and 7 tables. A list of 21 references is included. An appendix lists the 20 Learning Centers covered in the evaluation. (DF)

ED 313 463

UD 027 100

Herman, Joan Bain, Julie

Strategies for Developing and Monitoring Community Based Programs for Underachieving Minority Students.

California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date—Jan 89

Grant—OERI-G-86-0003

Note—67p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Brainstorming, Community Action, Community Development, Community Programs, Cooperative Programs, Participative Decision Making, Problem Solving, Program Development, Program Evaluation, Program Guides, Program Implementation

Identifiers—*Collaboratives

This document presents a set of ten steps that can be used by a wide range of concerned people to mobilize a community to solve problems connected with the growing population of underachieving minority youth. Step I, "The Initiation," outlines how to develop a coalition to assure a strong foundation for mobilization efforts. Step II, "Brainstorm," outlines how to gather the information needed to arrive at effective solutions. Step III, "Reach Consensus on Action," outlines how to reach agreement on the problems to be addressed. Step IV, "Build Community Interest in Action," outlines how to heighten awareness of the nature of the problem and the results of inaction. Step V, "Develop a Blueprint for Action," outlines how to formulate a plan of action including a mission statement, goals and objectives, tasks, and an evaluation plan. Step VI, "Discover, Develop, and Offer Suggestions for Securing Resources," outlines how to locate untapped human and monetary resources within the community. Step VII, "Sell the Program to the Larger Community in Multiple Ways," comprises a checklist of ways to communicate with the total community. Step VIII, "Implement the Plan," outlines suggestions for maintaining interest, action focus, and continuing viability. Step IX, "Monitor, Evaluate, and Improve the Program," outlines how to select program objectives for evaluation and includes seven sample evaluation worksheets. Step X, "Evaluate the Process," comprises seven checklists for determining the adequacy of the program and the quality of results. A list of 75 brainstorming questions is

appended. (FMW)

ED 313 464

UD 027 103

Hilliard, Ann G., III

Public Support for Successful Instructional Practices for At-Risk Students.

Pub Date—89

Note—15p.

Pub Type—Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Educational Quality, Elementary Secondary Education, *High Risk Students, Low Income Groups, Minority Group Children, Nontraditional Education, Program Descriptions, Public Policy, *Research Utilization, *School Effectiveness, *Teacher Education, *Teaching Methods, Urban Education

It is possible for at-risk students to perform at demanding academic levels, and their achievement can be improved dramatically in a relatively short time. Effective ways to teach at-risk children have already been identified; no new research is needed. This report covers the following specific issues related to educating high-risk students. It describes and explains: (1) appropriate pedagogy; (2) the concept of at-risk; (3) the impotence of reform attempts; (4) problems with the use of effective-schools research results; (5) making success with at-risk students a reality; (6) the failure of educators to be guided by known success; (7) why well-intended public policy efforts fail; and (8) making public policy for success with at-risk students. The report also provides a list of the following examples of effective programs for at-risk students: (1) "Ball-Stick-Bird"; (2) Marcus Garvey School; (3) Project SEED; (4) Dunbar Elementary School; (5) Dynamic Assessment and Instrumental Enrichment; and (6) Adult Literacy. Two resources and 15 references are included. (JS)

ED 313 465

UD 027 106

Gastight, Joseph F.

Profile of Students At Risk.

Cincinnati Public Schools, OH. Evaluation Branch.

Pub Date—87

Note—10p; For related document, see ED 293 968.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Failure, Behavior Problems, *Dropout Characteristics, Dropout Prevention, Dropout Research, *Family Characteristics, *High Risk Students, High School Students, Low Achievement, *Potential Dropouts, School Surveys, Secondary Education, *Student Problems, Surveys

Identifiers—Ohio (Cincinnati)

This document analyzes the results of a follow-up study about specific factors that distinguish between students likely to drop out and those who stay in school and graduate. The dropout interview form, which was administered to dropouts in the original study, was revised and administered by counselors to 180 seniors who were in the lower four stanines, over age by 1 year or more, and yet described as likely to graduate. Although this in-school group had two of the characteristics proposed for local identification of potential dropouts, most of them did graduate. Analysis was done to identify the differences between the in-school group and the dropouts on the remainder of the survey characteristics, in order to determine the significant factors influencing dropping out. The following factors were explored: (1) the extent of the dropout problem; (2) family differences; (3) school performance; (4) reasons for dropping out; (5) response to structured reasons for dropping out; (6) differences in ratings of school problems; (7) differences in family problems; (8) differences in problems with work; (9) differences in court-related problems; and (10) differences in social causes. It was concluded that drop-outs: come from large families, with limited education; have poor classroom grades and poor attendance records; must work; and have problems with pregnancy, drugs, etc. Adult support can have a positive impact on potential dropouts. (JS)

ED 313 466

UD 027 107

Research Identifies Effective Programs for Students At Risk of School Failure.

Center for Research on Elementary and Middle Schools, Baltimore, MD.

Pub Date—Dec 87

Note—9p.

Pub Type—Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Compensatory Education, Cooperative Learning, *Early Intervention, *Educational Improvement, Elementary Education, *High Risk Students, Individualized Instruction, *Instructional Effectiveness, Preschool Education, Program Effectiveness, Program Evaluation, Program Implementation, *Student Problems, Tutorial Programs

Identifiers—Diagnostic Prescriptive Approach, Education Consolidation Improvement Act Chapter 1

If schools improved the academic performance of at-risk students beginning in the early years and continuing through the elementary grades, this improvement would have multiple positive effects on student dropout, delinquency, pregnancy, substance abuse, and other behaviors. Early improvement of poor academic performance could greatly alleviate multiple aspects of the overall problem. This report suggests the following three steps to improve the academic performance of at-risk students from the early grades on: (1) identify early grades programs that have been rigorously evaluated and proved effective; (2) implement these programs as faithfully as possible in preschool, kindergarten, and each elementary grade level; and (3) extensively evaluate effective programs in widespread practice. Summarizing four reviews of research, the report identifies and describes specific examples in the following categories: (1) effective preschool programs; (2) effective kindergarten programs; (3) effective elementary school programs; (4) effective in-class elementary programs, including continuous progress, individualized instruction, and cooperative learning programs; and (5) effective pull-out programs for at-risk students, including tutoring, diagnostic-prescriptive, and computer-assisted instruction programs. The review's findings indicate that instructional programs are available now for school districts to launch long-term initiatives to improve the academic performance of most at-risk students. The report includes four references. (AF)

ED 313 467

UD 027 108

A Report on Racial/Ethnic Equity and Desegregation in Connecticut's Public Schools. Prepared for Presentation to the Connecticut Board of Education.

Connecticut State Dept. of Education, Hartford.

Pub Date—Jan 88

Note—26p; For follow-up document, see UD 027 109.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Programs, Desegregation Plans, Elementary Secondary Education, Equal Education, *Racial Balance, *Racial Integration, School Demography, *School Desegregation, State Surveys, *Suburban Schools, *Urban Schools, Urban to Suburban Migration, Voluntary Desegregation

Identifiers—*Connecticut

Demographic trends are developing in Connecticut that show increasing racial segregation and divided educational facilities in contiguous urban and suburban school districts. Racial balance on a statewide basis is not sufficient to counteract the effects of the growth of the state's minority populations, the residential clustering of racial/ethnic groups in the cities, and the move of whites to the suburbs. By 1990, the statewide student population will be comprised of 25 percent minorities, with a decline in the Black population and a sharp increase in the Hispanic population. By the year 2000, urban districts are projected to be comprised of 40 to 70 percent minorities. The Connecticut State Board of Education has rigorously monitored racial desegregation laws since 1980 but has been unable to provide a racially integrated environment that fosters academic achievement. Recent litigation in Missouri, Indiana, Virginia, and Ohio indicates that states should develop interdistrict collaboration to fulfill their responsibility to desegregate. The following recommendations are suggested: (1) the state should promote the concept of "collective responsibility" for integrating the public schools; (2) the state should make available financial incentives to encourage school districts that plan and implement voluntary programs that advance quality, integrated education; (3) the State Department of Education should provide technical assistance to school districts to develop and implement plans to achieve and maintain integrated schools; and (4) the State

Department of Education should undertake planning with other agencies responsible for housing, transportation, and other factors that can help promote integration. Statistical data are included on two tables and seven graphs and maps. A list of 28 references is appended. (FMW)

ED 313 468 UD 027 109
Quality and Integrated Education: Options for Connecticut.

Connecticut State Dept. of Education, Hartford.
Pub Date—Apr 89
Note—55p.; For 1988 document, see UD 027 108.
Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cooperative Programs, Elementary Secondary Education, *Equal Education, Followup Studies, Program Descriptions, *Racial Integration, *School Desegregation, State Surveys, Suburban Schools, Urban Schools, *Voluntary Desegregation
Identifiers—Connecticut

This document describes viable options to enable the State of Connecticut to provide integrated and quality education, in response to a 1988 report that presented broad-based recommendations for overcoming racial inequalities in contiguous school districts. The initial report, dramatizing the increasing racial and economic isolation in the state's public schools and calling for voluntary action to reverse the trend, generated public interest and investigation of alternatives by a number of school districts, agencies, and community groups. However, despite the increasing public awareness of and responsiveness to the problem, racial and economic isolation persists. The following existing integration initiatives are described and examples of improvements are suggested: (1) Interdistrict Cooperative Grants Program (including both planning and implementation grants); (2) Project Concern, an intercommunity program for disadvantaged students; (3) State Summer School Grant Program; (4) curriculum reform initiatives; (5) professional development; (6) interdistrict vocational-technical schools; and (7) local cooperative vocational programs. The following new initiatives are described and examples of further development are suggested: (1) magnet schools; (2) school construction and renovation; and (3) recruitment of minority teachers. The new methods and strategies suggested for delivering quality, integrated education are summarized. Statistical data are included on one table and two maps. A list of 27 references; the recommendations of the Superintendents' Work Group regarding Project Concern; and the report of the Subcommittee on School Construction, Leasing, and Site Acquisition of the Superintendents' Committee on Racial/Ethnic Equity and Desegregation are appended. (FMW)

ED 313 469 UD 027 112

Blank, Rolf K.
Educational Effects of Magnet High Schools.
National Center on Effective Secondary Schools, Madison, WI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC; Wisconsin Center for Education Research, Madison.
Pub Date—Sep 89

Grant—G-008690007-89
Note—43p.; Paper presented to the Conference on Choice and Control in American Education (Madison, WI, May 17-19, 1989).

Available from—National Center on Effective Secondary Schools, Univ. of Wisconsin-Madison, Wisconsin Center for Education Research, 1025 West Johnson Street, Madison, WI 53706 (\$7.00).
Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Assessment, Educational Opportunities, Educational Quality, Elementary Secondary Education, *Enrollment Trends, *Equal Education, *High Schools, *Magnet Schools, Program Evaluation, Research Methodology, *Urban Education, Voluntary Desegregation

This paper contributes to the knowledge about the effects that magnet schools have on improving educational quality. The history of magnet schools in American education is examined, linking it with several recent movements to reform and reorganize schooling. A synthesis of research findings from 12 district studies of magnet schools and various other studies conducted in the past 6 years provides data

that are examined. The studies focus on magnet high schools' distribution, their educational effects on students, and their effects on education district-wide. Both the data from the studies and the studies themselves are evaluated. The implications of the various studies' findings on educational effects for education decision-makers are discussed, and specific recommendations for improving research for analyzing educational effects of magnet schools are made. Thirty-seven references are included. A list of the 12 district studies is appended. Table 1 provides the data on enrollment trends in magnet schools from 1982-83 and 1988-89. Table 2 provides an analysis of measures and findings on educational effects from the 12 studies. Three figures are also included. (JS)

ED 313 470 UD 027 113

Rutter, Robert A.
Effects of School as a Community.
National Center on Effective Secondary Schools, Madison, WI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88
Grant—OERI-G-008690007

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Community, *Educational Environment, *High Risk Students, *Nontraditional Education, Outcomes of Education, Peer Relationship, Program Effectiveness, Secondary Education, Self Esteem, *Socialization, *Student Adjustment, Student Needs, Teacher Expectations of Students, Teacher Role, *Teacher Student Relationship
Identifiers—School Culture

While conventional schooling may be successful for many youth, it is problematic for those who are at risk. Conventional schooling assumes the following: (1) all students can derive meaning from a complex and fragmented array of academic courses; (2) all students recognize or can construct a congruence between schooling and their lives; (3) students have similar capacities and motivations for learning; (4) learning is unaffected by the isolation that some students feel in large impersonal institutions; and (5) students can shield their academic performance from the pressures of outside influences or life circumstances. This report examines prototypes of alternative structures that respond in diverse ways to the characteristics and needs of at-risk youth. It attempts to show how these programs can diminish students' sense of isolation, incongruity, and incompetence, and can reengage them in the enterprise of schooling. Programs can affect student performance when teachers assume the extended roles of counselor, confidant, and friend. At-risk youth can be reengaged in school when more attention is paid to their individual needs in and outside of class. Teachers should be encouraged to feel accountable for their students and to participate in critical school policymaking. The report includes 3 references and 3 tables. (AF)

ED 313 471 UD 027 114

Smith, Gregory A.
Adjustment before Learning: The Curricular Dilemma in Programs for At-Risk Students.

National Center on Effective Secondary Schools, Madison, WI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 88
Grant—OERI-G-008690007

Note—11p.
Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Standards, *Behavior Standards, Curriculum Development, Dropout Prevention, Educational Practices, *Education Work Relationship, *High Risk Students, Outcomes of Education, Postsecondary Education, Secondary Education, *Socialization, *Student Adjustment, *Student Educational Objectives

This paper argues that programs for at-risk youth tend to overemphasize student adjustment and the mastery of institutional customs at the expense of instilling learning dispositions that might lead to the postsecondary educational training now required to

find adequate adult employment. Programs often focus on drawing students into a more embracing educational environment in the hope of improving student self-esteem and encouraging conformity with school regulations regarding attendance, behavior, and work habits. In this process academic and curricular innovation is often slighted. The aim of many dropout prevention programs tends to be limited to high school graduation and the inculcation of behaviors valued in non-managerial employees. This orientation to education, thought at one time to be practical, is increasingly untenable in an economy where jobs that pay a livable wage go only to those who have some advanced training. It is imperative that programs for at-risk youth prepare their students for the necessity of that training and help them acquire the skills, dispositions, and independence required to seek out and master it. A curriculum more thoughtfully tied into the social and pedagogical practices already present in at-risk programs might facilitate this process. The paper includes two references. (AF)

ED 313 472 UD 027 117

Black Health Issues in New York State: Condition, Prognosis, Prescription. Executive Summary, Preliminary Report, Health Subcommittee. The Governor's Advisory Committee for Black Affairs, Volume 1, Health.

New York Governor's Advisory Committee for Black Affairs, Albany.

Pub Date—Jul 87
Note—62p.; For full report, see UD 027 118.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Blacks, Demography, Economic Factors, *Health Needs, Health Personnel, *Health Services, *Poverty, Primary Health Care, State Surveys, *Urban Environment
Identifiers—*Access to Health Care, Health Hazards, *New York

This document summarizes a review of the health problems of blacks in New York. The review comprises the first volume of a study of the needs of the two million blacks in New York. The health status of blacks is examined in each of the following phases of the life cycle: (1) maternal; (2) infancy; (3) childhood; (4) adolescence; (5) adulthood; and (6) the elder years. Related issues of services, access to and availability of medical care, and affirmative action to increase the number of medical and health care professionals to serve the black community are also reviewed. The following preliminary findings are outlined: (1) the health status of blacks has improved substantially in the past 5 years, but significant disparities continue to exist between blacks and other New Yorkers; (2) there is a clear connection between poverty and poor health, with a complex interaction of socioeconomic and behavioral factors adversely affecting the health and longevity of blacks; (3) blacks of all ages are grossly overrepresented among the poor; (4) New York State has a much higher proportion of its poverty population concentrated in poverty areas than does the nation as a whole; (5) the black poor are massed in urban areas which have substandard, overcrowded housing and adverse environmental conditions; (6) black communities have reduced access to preventive health services and to acute and long-term care; and (7) living conditions appear to be connected to the disproportionately high rates of low birthweight, infant mortality, chemical dependence, lung cancer, and cardiovascular disease among blacks. Recommendations for improvement are suggested. (FMW)

ED 313 473 UD 027 118

Black Health Issues in New York State: Condition, Prognosis, Prescription. Preliminary Report, Health Subcommittee. The Governor's Advisory Committee for Black Affairs, Volume 1, Health.

New York Governor's Advisory Committee for Black Affairs, Albany.

Pub Date—Jul 87
Note—197p.; For executive summary, see UD 027 117. For related document, see UD 027 119.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Blacks, Demography, Economic Factors, *Health Needs, Health Personnel, *Health Services, *Poverty, Primary Health Care, State Surveys, *Urban Environment
Identifiers—*Access to Health Care, Health Hazards, *New York

This document, which reviews the health problems of blacks in New York State, is the first volume of a study of the needs of the two million blacks in

New York. The health status of blacks is examined in each of the following phases of the life cycle: (1) maternal; (2) infancy; (3) childhood; (4) adolescence; (5) adulthood; and (6) the elder years. Related issues of services, access to and availability of medical care, and affirmative action to increase the number of medical and health care professionals to serve the black community are also reviewed. The following preliminary findings are discussed: (1) the health status of blacks has improved substantially in the past 5 years, but significant disparities continue to exist between blacks and other New Yorkers; (2) there is a clear connection between poverty and poor health, with a complex interaction of socioeconomic and behavioral factors adversely affecting the health and longevity of blacks; (3) blacks of all ages are grossly overrepresented among the poor; (4) New York State has a much higher proportion of its poverty population concentrated in poverty areas than does the nation as a whole; (5) the black poor are massed in urban areas which have substandard, overcrowded housing and adverse environmental conditions; (6) black communities have reduced access to preventive health services and to acute and long-term care; and (7) living conditions appear to be connected to the disproportionately high rates of low birthweight, infant mortality, chemical dependence, lung cancer, and cardiovascular disease among blacks. Statistical data are included on 16 tables and one graph. Each chapter includes a list of references. (FMW)

ED 313 474 UD 27 119

Falling Behind. An Examination of Critical Social Programs and Policies in New York State. Implications for the Black Community. Report of the Human Services Subcommittee. The Governor's Advisory Committee for Black Affairs. Volume 2, Human Services.

New York Governor's Advisory Committee for Black Affairs, Albany.

Pub Date—Nov 87

Note—256p. For Volume 1, on black health issues, see UD 27 118.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, *Blacks, *Childhood Needs, Economic Factors, High Risk Persons, *Homeless People, *Human Services, *Older Adults, Poverty, Program Evaluation, Program Improvement, State Programs

Identifiers—*New York

This document, examining critical social programs and policies impacting blacks in New York State, is the second volume of a study of the needs of the more than two million blacks in New York. The following human service issues that have a devastating impact on the black community and threaten its long-term viability are discussed: (1) Acquired Immune Deficiency Syndrome (AIDS); (2) at-risk children and youth; (3) homelessness; and (4) the elderly. For each area, demographic data are analyzed, existing state programs are reviewed, key issues are identified, and recommendations for improvement are suggested. The critical need to develop a social and economic infrastructure in black communities is emphasized. Statistical data are included on 26 tables and five graphs. The appendices contain the following materials: (1) a description of the ethnic characteristics of AIDS patients in New York State; (2) a list of state and local agencies providing AIDS-related services; (3) a list of 12 recent reports on child welfare services; (4) a list of state agencies providing out-of-home youth services; (5) a brief description of a plan to house the homeless in Queens (New York City); and (6) brief descriptions of New York State laws of 1986 pertaining to the elderly, housing, and health. A list of 140 references is also appended. (FMW)

ED 313 475 UD 27 122

The Final Blow! African-American High School Students and Advanced Placement Examinations. Research Notes on Education, No. 4.

Institute for Independent Education, Inc., Washington, DC.

Pub Date—Jul 89

Note—6p.

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advanced Placement Programs, Black Education, *Black Students, College Preparation, Curriculum Development, *Educational Discrimination, *Educational Quality, Equal Education, Higher Education, High Schools, Minor-

ity Group Children, *Scores, White Students
Identifiers—*Advanced Placement Examinations (CEEB)

Each year, African American high school students in grades 11 and 12 take the College Board/Educational Testing Service Advanced Placement (AP) Examinations. Large numbers of these students are not successful. Nationally, African Americans take a total of 13,844 examinations and 5,447 qualify for advanced placement. This means that 61 percent of all African American students are systematically screened out of the academic process at this level of achievement, while white students have a more than 64 percent success rate. Some states produce greater numbers of African American AP candidates than others, while some have a greater percentage of candidates who qualify and some have students with a higher mean score than others. Gender, subject of test, and type of school attended are also factors in test performance. The data indicate that educators serving African American high school students have a specific responsibility to address student achievement in preparation for these tests. Furthermore, it is incumbent upon the test publishers and school districts in which these students are enrolled to begin a serious re-evaluation of curriculum, materials, teaching methodology, and student learning habits in order to alleviate the problem that currently is being inflicted upon African American students. Three tables and two references are included. (JS)

ED 313 476 UD 27 123

What's in a Norm? How African Americans Score on Achievement Tests. Research Notes on Education, No. 3.

Institute for Independent Education, Inc., Washington, DC.

Pub Date—Jul 89

Note—6p.

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Achievement Tests, Black Education, *Black Students, *Educationally Disadvantaged, Elementary Education, Equal Education, Mathematics Achievement, National Norms, Reading Achievement, *Test Bias, Test Norms, *Urban Education

Identifiers—Michigan (Detroit)

Most African Americans in urban areas are trapped in schools that are below the national norms for reading, mathematics, or both. These young people are not only shut off from written information about their own cultural heritage, but they also are least likely to learn much about others. The majority of African Americans in the United States are concentrated in major urban areas like Detroit, but this is true for only a small percentage of the overall white population. Therefore, whites are less adversely affected by the poor school systems in urban areas. Of all African American elementary school students in the eight urban areas studied for this report, 74% are in schools that are below norm on reading, mathematics, or both. Furthermore, depending on which set of norms is used and how that data is interpreted, scores can be manipulated to appear better than they are. Thus, parents and policymakers are being misled about the education of African American students and, thus, are not taking the problem as seriously as it should be taken. For African Americans it is now a matter of life and death that immediate steps be taken to improve the way in which children learn to read and to do mathematics. Three tables and seven references are included. (JS)

ED 313 477 UD 27 124

Magnet Schools in Chicago: Achievement at Risk if Policymakers Retreat. Research Notes on Education, No. 2.

Institute for Independent Education, Inc., Washington, DC.

Pub Date—Jul 89

Note—6p.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Asian Americans, Blacks, Educational Opportunities, Elementary Education, *Equal Education, *Magnet Schools, *School Choice, *School Desegregation, Urban Education, *Urban Schools, Voluntary Desegregation, Whites

Identifiers—*Illinois (Chicago)

In many urban areas, educators rely on magnet

schools to strike a delicate balance between the need to create opportunities for equity in education and the need for parents to have greater choice among schools. But, are magnet schools successful? This document considers whether they fulfill the promises of high achievement and desegregation in inner city areas. Data from 35 full-site magnet schools in Chicago at the elementary and middle school levels show that they are successful, but not necessarily for the reasons many people believe. Aid to expand magnet schools and choice programs has been offered, but these offers may shift the focus of magnet schools from an emphasis on the interests that specific urban populations have in desegregation back to its original emphasis as a more universal concept of choice, and for this reason the offers have been rejected by many educators. Instead of squashing choice when it has been shown to work in magnet schools, it would be useful to turn most of the existing schools into magnet schools and thereby make proven quality universally available. Chicago can show the nation that freedom of choice and private-sector initiative are forces that should be unleashed in education so that, in union, these forces can continue to accomplish what they already have done so well. One table and seven references are included. (JS)

ED 313 478 UD 27 138

McDowell, Bruce D., Ed. Casey, Joan, Ed. Assisting the Homeless: State and Local Responses in an Era of Limited Resources. Papers from a Policy Conference (Washington, D.C., March 10-11, 1988).

Advisory Commission on Intergovernmental Relations, Washington, D.C.

Pub Date—Nov 88

Note—151p.

Available from—Advisory Committee on Intergovernmental Relations, 1111-20th Street, NW, Washington, DC 20575.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Agency Cooperation, *Coordination, Federal Legislation, Government Role, Health Programs, *Homeless People, Housing Needs, Local Government, *Low Rent Housing, *Mental Health Programs, Program Descriptions, *Public Policy, Retrenchment, State Programs, Urban Problems, Urban Programs

Identifiers—Massachusetts, New York (Westchester County), Ohio, *Stewart B McKinney Homeless Assistance Act 1987, Wisconsin (Milwaukee)

This document comprises a collection of conference papers that provide a broad understanding of the problem of homelessness, highlight innovative local and state responses, and uncover key intergovernmental issues that must be addressed in order to improve public and private action. The conference was attended by more than 100 federal, state, and local officials, as well as by academic experts, advocates, and service providers. The document begins with "Opening Remarks: The Interagency Council on the Homeless" (C. Moore), which describes the federal agency whose primary function is to implement the Stewart B. McKinney Homeless Assistance Act of 1987. Part I, "Defining the Dimensions of Homelessness," comprises the following papers: (1) "Homeless Policy: Expansion during Retrenchment" (D. W. Kirchheimer); (2) "Discussion Paper: Implications of the Low-Income Housing Ratio for National Homelessness Policy" (K. Y. McChesney); (3) "The Deinstitutionalization of the Mentally Ill" (H. R. Lamb); (4) "The Low-Income Housing Crisis and Its Impact on Homelessness" (C. N. Dolbeare); and (5) "Rethinking Housing with the Homeless in Mind" (J. Leavitt). Part II, "Exploring Intergovernmental Responses," comprises the following papers: (1) "Hope for the Homeless-Local and State Responses" (K. J. Beirne); (2) "Homelessness: Federal and State Legislative Solutions" (M. Foscarinis); (3) "Ohio's Coordinated Responses to the Problems of Homelessness" (D. Roth and P. S. Hyde); (4) "Discussion Paper: The Ohio Case" (N. G. Milburn); (5) "Assisting the Homeless in an Era of Federal Retrenchment: The Massachusetts Experience" (N. K. Kaufman); (6) "State Coordination of Mental Health Services to Homeless People in Massachusetts" (C. B. Johnson); (7) "Milwaukee's Outreach to the Homeless Mentally Ill" (M. Rosnow); (8) "Homelessness and the New Federalism: The Westchester Experience" (A. P. O'Rourke); and (9) "Health Care for the Homeless: The Challenge to States and Local Communities" (J. D. Wright).

Some papers include statistical data on tables and graphs. All papers include a list of references. A description of the Advisory Commission on Intergovernmental Relations (ACIR) and a list of its publications are included. A copy of the conference program and lists of participants and attendees are appended. (FMW)

ED 313 479 UD 027 140

de Lone, Richard H.
Education, Employment, and the At-Risk Youth.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—85

Note—27p.
Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Economic Research, Educational Improvement, *Education Work Relationship, *Employment Patterns, Entry Workers, *High Risk Students, *Job Training, Labor Economics, Literature Reviews, Program Descriptions, School Effectiveness, *School Organization, Secondary Education, *Secondary Schools

Schools working in cooperation with business can reduce the number of youth at risk of long-term unemployment if teachers and school administrators are willing to learn from research developed outside the field of public education and if schools are substantially restructured to meet student needs. A review of the literature of labor economics and employment and training reveals data that define the problem of chronic youth unemployment as well as strategies to reduce that risk. The economy's requirements for education have risen faster than the educational levels of the young. Jobs now require the social, communication, and interpersonal skills that are acquired through informal and formal schooling. However, youth have no more trouble finding work than adults when they have met the following preconditions: (1) developed sound basic academic skills; (2) received a high school degree; and (3) had substantial work experience as teenagers. Educational programs that develop these skills include the following features: (1) competency-based remedial programs; (2) computer-assisted instruction; (3) small, supportive environments; (4) summer programs that combine education and employment; (5) social services integrated into the school program; (6) increased student control over the pace, content, and style of the program; and (7) a clear and concrete connection between school performance and employment. A grade-by-grade description of how the high school years might be restructured to incorporate these features is included. A list of five references and a brief description of Research for Better Schools (RBS), a non-profit, educational research and development firm, are appended. (FMW)

ED 313 480 UD 027 149

Gaines, Lonetta
Imagine Success! An Action Manual for Self-Development.
Bank Street Coll. of Education, New York, N.Y.
Pub Date—Jun 89

Note—136p.
Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Communication Skills, Elementary Secondary Education, *Goal Orientation, Journal Writing, *Life Style, Reading Skills, Role Models, *Self Actualization, Self Esteem, Self Expression, *Success, *Values Clarification, Workbooks, *Writing Skills

Identifiers—*Thinking Skills
This manual is an organized collection of journal activities and action charts designed to help individuals and groups to set goals and achieve them. It is based upon the following premises: (1) what you think has a profound impact upon your experience; (2) successful living is vitally connected to effective learning; and (3) success is related to ongoing self-development. The manual's intention is to improve students' reading, writing, and communications skills through a movement-based sequence of workshop experiences focusing on the following four major areas: (1) self-discipline; (2) self-esteem; (3) self-expression; and (4) self-development. Users of the manual are asked to imagine, think, write, define, and practice through diary notes, journal activities, research projects, chants, practice activities and charts, artistic experiences, and other exercises. The manual is divided into the following 10 sections:

(1) "Introduction"; (2) "Harriet Tubman: A Model of Success"; (3) "Clear Your Mind: Four Affirmative Chants"; (4) "Focus Your Thinking: Four Key Ideas"; (5) "Relaxed Attention: Your Ticket to Success"; (6) "Values Clarification"; (7) "Imagine Success in Action," including two preparation skills, seven positive habits, and a final word; (8) "The Exhibition-Performance"; (9) "Summary and Additional Practice Chants"; and (10) "Glossaries." A final self-assessment and an evaluation questionnaire are appended. (AF)

ED 313 481 UD 027 150

Wetzel, James R.
American Youth: A Statistical Snapshot.
William T. Grant Foundation, Washington, DC.
Commission on Work, Family, and Citizenship.
Pub Date—Aug 89

Note—49p; Enlarged and updated edition; supercedes ED 284 935.

Available from—W. T. Grant Foundation Commission on Youth, 1001 Connecticut Avenue, N.W., Suite 301, Washington, DC 20036-5541 (\$5.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Delinquency, Demography, *Disadvantaged Youth, *Educational Trends, *Employment Patterns, Employment Projections, *Family Characteristics, Futures (of Society), Higher Education, High Risk Persons, *Physical Health, Racial Differences, Statistical Data, *Youth, Youth Problems

This document presents a statistics snapshot of young people, aged 15 to 24 years. It provides a broad overview of trends documenting the direction of changes in social behavior and economic circumstances. The projected decline in the total number of youth from 43 million in 1980 to 35 million in 1995 will affect marriage and childbearing patterns, higher education enrollments, armed forces recruiting, the nation's labor pool, and the demand for housing and consumer goods. However, the percentage of minority youth will increase and their comparative disadvantages will have even greater labor market significance. The following highlights are discussed: (1) most youth live at home longer, and one in five lives in a low income household; (2) college enrollment and completion rates have increased for females but are significantly lower for males and Blacks since the 1970s, and poor youth are more likely to drop out of school than are those from more affluent families; (3) the youth unemployment rate averaged about 11 percent in 1989 with Blacks and Hispanics experiencing the highest unemployment; (4) almost half of the youth marry at age 25 years old or older and the number of births to women under 25 is less than half the 1960 rate, but more than half of all births to teenagers are out-of-wedlock; (5) nearly 30 percent of the households maintained by youth have incomes below the poverty level; and (6) most youth enjoy good health and are likely to live longer than any earlier generation, but they engage in potentially health-damaging behaviors and comprise the segment of the population most likely to be involved with crime. Statistical data are included on 12 graphs and 19 tables. A list of the Grant Commission's publications on Youth and America's Future is appended. (FMW)

ED 313 482 UD 027 151

Current Federal Policies and Programs for Youth.
Reingold (J.R.) and Associates, Inc., Washington, DC.

Spons. Agency—William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
Pub Date—Aug 89

Note—59p; Enlarged and updated edition; supercedes ED 284 927.

Available from—W. T. Grant Foundation Commission on Youth, 1001 Connecticut Avenue, N.W., Suite 301, Washington, DC 20036-5541 (\$5.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Agency Cooperation, *Compensatory Education, *Federal Programs, *Financial Support, *Job Training, Program Descriptions, Public Policy, *Youth Programs

Identifiers—Bush Administration, Education Consolidation Improvement Act Chapter 1, Job Training Partnership Act 1982, National Service
This document comprises a department-by-department review of the major federal programs and activities serving youth in 1989-90. Youth initiatives in the following agencies are described and

new activities and significant changes are discussed: (1) U.S. Department of Labor; (2) U.S. Department of Health and Human Services; (3) U.S. Department of Education; (4) U.S. Department of Justice; and (5) U.S. Department of Defense. The following observations and issues are outlined: (1) there does not appear to be a comprehensive federal policy for youth emerging from the Bush Administration; (2) some promising attempts have been made to coordinate certain youth activities, such as Youth2000, a joint initiative between the Departments of Labor and Health and Human Services; (3) the Job Training Partnership Act (JTPA) demonstrates federal concern for and commitment to youth; and (4) the Bush Administration should commit to an increase in funding for several key youth programs, such as Head Start, Chapter 1 of the Education Consolidation and Improvement Act, the Job Corps, and JTPA. The appendices comprise the following material: (1) lists of Regional Office contacts for the Departments of Labor, Health and Human Services, and Education; (2) a list of the locations and telephone numbers of Navy and Marine Corps Family Service centers; (3) statistical data on the JTPA Title II-A and II-B funding levels by state, rates of JTPA participants, and estimated expenditures for education in the United States for 1987-88 and 1988-89; and (4) a summary of the Department of Education's budget by category for 1988, 1989, and 1990. A list of Youth and America's Future publications is also appended. (FMW)

ED 313 483 UD 027 152

Student Government Manual: A Practical Guide for Organizing Student Governments.

East Harlem Block Nursery, Inc., New York, NY.
Spons. Agency—Mott (C.S.) Foundation, Flint, Mich.

Pub Date—88

Note—79p; For related document, see UD 027 153. A product of the Youth Action Program.

Pub Type—Guides - Non-Classroom (055) —

Report - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Community Action, *Community Involvement, Conferences, Junior High Schools, Meetings, Program Guides, *School Community Relationship, Secondary Education, Social Support Groups, *Student Government, *Student Leadership, *Student Role, Teacher Student Relationship, Urban Youth

Identifiers—Community Service

This manual is written for adults working in the schools to organize student governments. It is based on the experience of the Youth Action Program (YAP) of East Harlem (New York City) in organizing and developing student leadership. The manual is divided into 10 sections. "Student Government: Leadership and Purposes" explores the relationship of youth and adults. "Organizing A Student Government" outlines the model developed in the YAP project. "School Improvement" suggests the role of student leadership in substantive change. "The School Conference" describes the organization of youth fairs, workshops, and other schoolwide events. "Community Involvement" discusses youth work with public officials and community action and service. "Ritual and Ceremony" suggests the value of pledges, installations, songs, and achievement banquets. "The Role of Adults in Developing Youth Leadership" discusses oppression, "adulthood," and youth. "Leadership Training Components" explores the following topics: (1) "Developing a Concept of Good Leadership"; (2) "Taking Minutes and Keeping Notes"; (3) "How to Lead Good Meetings"; (4) "Developing Goals and an Action Plan"; (5) "Creating a Position Paper"; (6) "Mutual Appreciation"; (7) "Mutual Support"; (8) "Self-Estimation"; (9) "Building Alliances"; and (10) "Structures of Government." "Factors Contributing to Success of Student Government" outlines positive conditions. "Special Features of the YAP Model" reviews advantages and difficulties of the program. (AF)

ED 313 484 UD 027 153

Stoneman, Dorothy Bell, John
Leadership Development: A Handbook from the Youth Action Program of the East Harlem Block Schools.

East Harlem Block Nursery, Inc., New York, NY.
Spons. Agency—DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.

Pub Date—88

Note—173p; For related document, see UD 027

152. A product of the Youth Action Program. Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141).

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adolescents, Community Action, *Community Involvement, Cultural Awareness, *Leadership, *Leadership Training, Program Guides, Self Actualization, Self Esteem, Self Evaluation (Individuals), Social Support Groups, *Urban Programs, Urban Youth, Young Adults, *Youth Leaders

Identifiers—*Community Service, *Nurturance, Oppression, Political Action

This manual is written for adults who work with teenagers and young adults. It is based on the experience of building the Youth Action Program (YAP) of the East Harlem (New York City) Block Schools. The manual begins with background information on the accomplishments and plans of YAP on its 10th anniversary, followed by a section on YAP's basic ideas about leadership development. The remainder of the manual is organized around seven elements that YAP views as essential in developing leaders. "Element One: Confronting the Effects of Oppression" discusses negative aspects of "adulthood" and ways to foster racial and cultural identity. "Element Two: Nurturance" deals with mutual appreciation, self-estimation, and mutual support. "Element Three: Building Leadership Concepts and Skills" describes steps in leadership development. "Element Four: Experiencing Success" reviews elements in individual and community transformation. "Element Five: Educating Young People About World Issues" presents a school curriculum designed to engender youth leadership. "Element Six: Overcoming Academic Deficiencies and Resolving Personal Hang-Ups" argues the importance of developing competitive academic skills and correcting negative and compulsive behaviors. "Element Seven: Organizing to Have Impact on the World" outlines youth-run community improvement projects and steps in organizing a political action campaign. (AF)

ED 313 485

UD 027 154

Hayes, Floyd W., III

Retreat from Quality: Policy Intellectuals, Education Policymaking and Politics in a Changing Society. Essays and Policy Studies. Institute for Independent Education, Inc., Washington, DC.

Report No.—ISBN-0-941001-17-2

Pub Date—89

Note—24p.

Pub Type—Historical Materials (060) — Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Students, Court Litigation, *Educational Quality, Equal Education, Hispanic Americans, Magnet Schools, *Minority Group Children, *Policy Formation, *Research Utilization, *School Desegregation, Track System (Education), *Urban Education

Identifiers—*Brown v Board of Education

Do social policy intellectuals and their research help to strengthen quality education? Was the 1954 decision of the U.S. Supreme Court in *Brown v. Topeka Board of Education*, which relied heavily on social science research, flawed in its reasoning on school desegregation, equal educational opportunity, and quality education for African Americans? Both questions deserve answers in the affirmative. The Supreme Court's 1954 *Brown* ruling was correct; however, the subsequent decision to overemphasize racial integration and underemphasize quality education was a mistake of enormous proportions. Educational policy experts, as members of an evolving professional-managerial elite, used their knowledge to contribute significantly to policies such as busing for racial balance and magnet programs, but these programs are not enough. These experts who contribute to the formulation and implementation of policies do not have all the answers to complex educational problems. Policy intellectuals will continue to influence educational policy making, but the role of expertise must be clarified and refined in light of its limitations. Past mistakes in educational policy with respect to quality education have resulted in several generations of African-American and Hispanic-American youth who were trapped in these desegregated but inferior schools and who will be left behind in this managerial society. Quality education must be reinstated in all American schools if the United States is to remain foremost among advanced technological nations. (JS)

ED 313 486

UD 027 157

Baecher, Richard E. And Others

Correlates of Successful Dropout Prevention Strategies for At-Risk Children in Urban Schools.

Pub Date—27 Mar 89

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27, 1989).

Pub Type—Reports - Research (143) — Speeches / Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Attendance, *College School Cooperation, *Dropout Prevention, Dropout Research, Elementary Secondary Education, Higher Education, *High Risk Students, Longitudinal Studies, Mathematics Achievement, *Minority Group Children, Multiple Regression Analysis, Public Schools, Reading Achievement, School Holding Power, Self Esteem, Social Services, Tutoring, *Urban Education

Identifiers—Childhood Level of Living Scale (Polansky Pollans), Fordham University NY, New York City Board of Education, *Partnerships in Education, Practice Profiles

This report examines the correlates of successful social and educational strategies of a dropout prevention program for minority children in an urban school district. In 1986, Fordham University's Graduate School of Education and Social Services became partners with a heavily-populated minority public school district in New York City. This paper describes the first two years of Fordham's Stay-in-School Partnership Project (SSPP) and attempts to answer the following questions: (1) how much impact did SSPP have on the attendance rate of at-risk children? (2) what effects did it exercise on their academic achievement? and (3) what types of practices and strategies were most effective in this setting? Data on attendance rates, reading and math performance, self-esteem, adequacy of child care, and an emerging "practice profile" of the project are used to answer these questions. SSPP works by addressing the school experience of children at risk through structured tutoring and play therapy, and by confronting outside experiences through family problem-solving and counseling as well as parental workshops. The project responds to the urban school crisis by focusing on preventive strategies supported by data, identifying areas of greatest and weakest impact, and communicating effective practices. (AF)

ED 313 487

UD 027 164

Austin, Gregory A. Gilbert, M. Jean

Substance Abuse among Latino Youth. Prevention

Research Update, Number 3.

Northwest Regional Educational Lab., Portland, Oreg.; Western Center for Drug-Free Schools and Communities.

Spons Agency—Department of Education, Washington, DC.

Pub Date—89

Contract—SI88A80003

Note—31p.

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Alcohol Abuse, Annotated Bibliographies, Cocaine, Cubans, *Drug Abuse, Heroin, *High Risk Persons, *Hispanic Americans, Marijuana, Mexican Americans, Prevention, Puerto Ricans, *Social Science Research, *Substance Abuse

Identifiers—Inhalants, *Latinos

This publication is one of a series summarizing recent research on adolescent drug abuse and its prevention. The report provides an overview of research and reviews its implications for dealing with substance abuse among Latino youth, placing new information in the context of past findings. Research has shown that drug use patterns in several Latino subgroups are significantly different from those found in the U.S. general population, and that there are high levels of use of many drugs within segments of this population. Although there has been no parallel expansion of information specifically on Latino youth, the existing evidence clearly indicates that they are a population at serious risk of developing problems with several substances, and that prevention programs have not been adequately addressing the unique needs and circumstances of this population. The report is divided into an Overview and Abstracts. The Overview is comprised of

the following sections: (1) Introduction; (2) Research Problems; (3) Use Prevalence and Patterns; (4) Correlates of Use, including environmental factors, family background, interpersonal factors, gender, cultural values, acculturation, and group variation; (5) Prevention; and (6) Conclusion. The Abstracts provide citations and annotations for 14 journal articles and research reports. A 140-item reference list and a list of author addresses are appended. (AF)

ED 313 488

UD 027 165

Parent Mentor Manual.

Voluntary Interdistrict Coordinating Council, St. Louis, MO.

Pub Date—Oct 89

Note—188p.; Portions contain small/marginally legible print.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Achievement, Black Family, *Black Students, Elementary Secondary Education, *Family School Relationship, Magnet Schools, *Mentors, Multicultural Education, Parent Materials, Parent Participation, Parent Role, *Parent Student Relationship, *School Desegregation, Student Transportation, *Transfer Students

Identifiers—*Missouri (Saint Louis), *Parent Mentor Program

Legal action opposing school segregation in St. Louis (Missouri) in the 1970s resulted in a plan to facilitate student transfer and transportation. The Parent Mentor Program was established to help parents acquire skills to work effectively with their children's schools. Through the program, parents are put in touch with other parents who are familiar with the school district and the voluntary student transfer program. This manual provides program details and guidance for parents. It comprises the following sections: (1) "Overview"; (2) "Purpose of Parent Mentor Program"; (3) "Description of Parent Mentor Program"; (4) "Know Your Child's School System," which discusses lines of communication, curriculum, discipline, attendance policies, rights of parents, and participation on boards; (5) "Effective Interaction with Your Child's School"; (6) "Your Child," which discusses parental involvement; (7) "Multicultural Environment"; (8) "Academic Issues," which discusses talented/gifted programs, remediation and tutoring, promotion/retention, testing, special education, and other opportunities; (9) "Transportation," which discusses information parents should know, summer school transportation, and extracurricular transportation; (10) "Resources Available to Parents"; (11) "Glossary of Terms Used by Schools"; and (12) "Appendix," which includes school district obligation by law, a settlement agreement summary, a school integration chronology, a list of family agencies, a discipline report, a publications list, and a transcript of "The Volunteer" newsletter for Spring 1989. (AF)

ED 313 489

UD 027 166

Trueba, Henry T., Ed. Delgado-Gaitan, Concha, Ed.

School & Society. Learning Content through Culture.

Report No.—ISBN-0-275-92860-8

Pub Date—88

Note—232p.

Available from—Praeger Publishers, One Madison Avenue, New York, NY 10010 (\$39.95).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Cultural Influences, Cultural Interrelationships, *Culture Conflict, *Educational Anthropology, Elementary Secondary Education, *Ethnography, Foreign Countries, Intercultural Communication, Minority Groups, *Multicultural Education, *Politics of Education, Role of Education, *Socialization

Identifiers—Israel, Japan, Peru, *School Culture, United States

Over the last 30 years, educational anthropologists have been exploring the organizational structure of schools and their relationship to society in order to shed light on the complex processes of acquisition, organization, and transmission of cultural knowledge. This volume covers the need to provide a field-based, well-documented cultural environment for the many groups of children who face cultural conflict. It is divided into three parts. Part I, "Ethnographic Trends and the Politics of the Educational Process," comprises the following chap-

ters: (1) "Problem Finding" in Qualitative Research (Harry F. Wolcott); (2) "National Politics and Local Responses: The Nation's First Successful School Desegregation Court Case" (Robert R. Alvarez); and (3) "Cultural Transmission and Adaptation in the Political Arena: Hispanic Participation in Bilingual Education Policy Making" (Richard A. Navarro). Part II, "Socialization of Young Children to School: Transmission of Cultural Values across Cultures," comprises the following chapters: (4) "Children in American and Japanese Day-Care Centers: Ethnography and Reflective Cross-Cultural Interviewing" (Mariko Fujita, Toshiyuki Sano); (5) "Iman Chay? Quechua Children in Peru's Schools" (Nancy H. Hornberger); (6) "Effects of Southeast Asian Refugees on Schools and School Districts" (Christine Robinson Finnian); and (7) "Cooperation and Conflict between Parents and Teachers: A Comparative Study of Three Elementary Schools" (Richard L. Warren). Part III, "Socialization of Young Adults: Cultural Conflicts Across Cultures," comprises the following chapters: (8) "Cross-Cultural Adaptation and Learning: Iranians and Americans at School" (Diane M. Hoffman); (9) "The Winter of Their Discontent: Cultural Compression and Decompression in the Life Cycle of the Kibbutz Adolescent" (Steven Borish); and (10) "Peer Socialization among Minority Students: A High School Dropout Prevention Program" (Henry T. Trueba). The book includes six tables, two figures, a selected bibliography, and an index. (AF)

ED 313 490

UD 027 167

Kochman, Thomas
Black and White Styles in Conflict.
Report No.—ISBN-0-226-44954-8
Pub Date—81
Note—181p.

Available from—The University of Chicago Press, 11030 S. Langley Ave., Chicago, IL 60628 (ISBN-0-226-44955-6, \$6.95 paperback).

Pub Type—Books (010)—Reports—General (140)—Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Black Culture, Black Dialects, *Cultural Differences, *Culture Conflict, Educational Anthropology, Educational Sociology, Ethnic Relations, Ethnography, *Intercultural Communication, *Language Styles, Participant Observation, Racial Bias, Racial Differences, *Racial Relations, Sociolinguistics

This book uses an ethnographic approach to collect and analyze patterns of language and culture that affect interracial communication and culture. The study selects patterns of behavior, or elements within patterns, and maps black and white cognitive territory in order to reveal the cultural reasons for communications difficulties. The book explores and reconstructs the cultural factors that shape the patterns and attitudes that blacks and whites bring to the communications situation. Ramifications of black and white conflict arising from differences in style are suggested, especially in the context of the schoolroom and workplace, where the consequences of different cultural patterns, perspectives, and values determine not only the quality of black and white social interaction but black social and economic success. The book is comprised of the following 10 chapters: (1) "Black Culture"; (2) "Classroom Modalities"; (3) "Fighting Words"; (4) "Boasting and Bragging"; (5) "Male and Female Interaction"; (6) "Truth and Consequences"; (7) "Information as Property"; (8) "The Force Field"; (9) "Style"; and (10) "Epilogue." An appendix, "Testing for Cultural Homogeneity," is also included. The book includes a list of 105 references and a subject index. (AF)

ED 313 491

UD 027 169

Frellick, Bill
Refugees at Our Border. The U.S. Response to Asylum Seekers. Issue Brief.
American Council for Nationalities Service, Washington, DC. U.S. Committee for Refugees.
Pub Date—Sep 89
Note—25p.

Pub Type—Reports—Evaluative (142)—Legal/Legislative/Regulatory Materials (090)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Discriminatory Legislation, Due Process, *Foreign Policy, Haitians, Latin Americans, *Moral Issues, Political Attitudes, *Refugees, Social Bias, Undocumented Immigrants, Vietnamese

Identifiers—*Asylum, Deportation, Detention, Im-

migration and Naturalization Service, *Immigration Law

This report examines the background of and the newest developments in U.S. asylum policy in relation to Haitian, Central American, and Vietnamese refugees. The following background areas are explored: (1) the change in policy to stop the influx of asylum seekers; and (2) internal policy debate at the Immigration and Naturalization Service (INS) and the Justice Department. The following aspects of the new restrictive INS policy operations are explored: (1) the immediate impact, in December 1988, on south Texas; (2) the effects of the January 1989 Temporary Restraining Order in Miami (Florida); (3) the effects of lifting the Temporary Restraining Order and instituting a new procedure for detention and deportation of undocumented aliens in south Texas, in February 1989; and (4) the asylum adjudication process. The following aspects of the detention process are explored: (1) prisons versus shelters; (2) the isolation of the Webb County Detention Center outside Laredo (Texas); (3) the Correctional Corporation of America's contract facility in Laredo; and (4) *Orantes-Hernandez v. Meese*, a legal ruling preventing INS abuses of the asylum policy. The following topics concerning the interdiction and detention of Haitians are explored: (1) the circumvention of due process; and (2) the Krome Detention Center in Florida. The following problems with U.S. asylum policy are criticized: (1) the fallacy of treating asylum as an immigration problem; (2) the persecution of specific immigration populations; and (3) the civil strife that biased policies may cause. Three graphs are included. (JS)

ED 313 492

UD 027 179

Kratzer, William F. Kratzer, Mona Y.
Characteristics of Continuation High School Students.

Pub Date—[89]

Note—14p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Continuation Students, *Dropout Programs, High Schools, Nontraditional Education, Psychological Studies, *Self Concept, Self Concept Measures, *Stress Variables, *Student Characteristics
Identifiers—*Piers-Harris Children's Self Concept Scale

This document reports on a study of the self-concept of students enrolled in a continuation high school. A random sample of 40 students was selected from a school of 190 students. All were administered the Piers-Harris Children's Self Concept Scale to determine their feelings about themselves, and an author-prepared questionnaire to determine their feelings on a wide range of areas. The following findings are discussed: (1) analysis of responses to the Piers-Harris Scale indicates that the self-concepts of the students fall within average parameters; (2) analysis of responses to the authors' questionnaire indicates that the majority are content with their placement at the continuation high school; (3) the lack of anxiety reported by 65 percent of the students may contribute to enhanced self-esteem and decreased drug abuse; and (4) the negative effect of parents who were either separated or divorced may be offset by the lower stress at the continuation school. The desire of the majority of the students to graduate from high school despite the lack of credits and age on enrollment indicates a need for an earlier intervention program for potential dropouts that will offer greater opportunity to succeed. A list of ten references is appended. (FMW)

ED 313 493

UD 027 180

Family Welfare Reform Act of 1987. Report Together with Additional and Dissenting Views to Accompany H.R. 1720, House of Representatives, 100th Congress, 1st Session.
Congress of the U.S., Washington, DC. House Committee on Ways and Means.

Report No.—House-R-100-159-Pt-1

Pub Date—17 Jun 87

Note—183p.; For parts II and III, see ED 301 617 and ED 301 618.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—*Child Welfare, Day Care, *Employment Programs, Family Financial Resources, Family Programs, *Federal Programs, Incentives, *Job Training, *Welfare Services
Identifiers—*Aid to Families with Dependent Chil-

dren, Amendments, *Proposed Legislation, Social Security Act Title IV

This document reports on proposed Federal reform of the welfare system. Amendments are suggested to proposed legislation that would accomplish the following goals: (1) replace the existing Aid to Families with Dependent Children (AFDC) program with a new Family Support Program that emphasizes work, child support, and a need-based family support supplement; (2) amend Title IV of the Social Security Act to encourage and assist needy children and parents under the new program to obtain the education, training, and employment needed to avoid long-term welfare dependence; and (3) make other necessary improvements to assure that the new program will be more effective in achieving its objectives. Amendments cover the following areas: (1) the National Education, Training, and Work-related (NETWORK) Program; (2) day care, transportation, and work-related expenses; (3) real work incentives; (4) transitional services for families; (5) child support enforcement; (6) pro-family welfare policies; and (7) benefit improvements. The budget effects of the amendments are discussed. Twelve dissenting views are included. (FMW)

ED 313 494

UD 027 187

Smyer, Roxane Baenen, Nancy
Taking Steps towards Drug-Free Schools in AISD, 1988-89.

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-88-34

Pub Date—89

Note—43p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Alcohol Abuse, *Alcohol Education, Counselor Training, Drug Abuse, *Drug Education, *Educational Finance, Elementary Secondary Education, *Federal Aid, Instructional Effectiveness, *Instructional Material Evaluation, *Prevention, Program Evaluation, Resource Allocation, School Surveys

Identifiers—*Austin Independent School District TX

This report itemizes the Austin (Texas) Independent School District's (AISD) expenditures of federal funds for 1988-89 that were designed to supplement the school district's efforts directed at drug and alcohol abuse education and prevention. Some funding was used to determine the extent of the drug problem in the district, what curriculum and material changes were needed for each program, and if the funded programs were effective. The following programs received major funding: (1) Student Assistance Program (SAP); (2) Drug Abuse Resistance Education (DARE); (3) Peer Assistance and Leadership (PAL); and (4) Prevention and Remediation in Drug Education (PRIDE). Each program and the allocation of funds within it are discussed. The effectiveness of each program and the overall projects, counselor training, and summer activities are discussed, using data reported from student and teacher questionnaire responses. Two references and 22 figures are included. (JS)

ED 313 495

UD 027 192

Fetterman, David M. Haerel, Edward H.
A School-Based Evaluation Model for Accelerating the Education of Students At-Risk.

Pub Date—[89]

Note—36p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Educational Assessment, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Evaluation Utilization, Normative Evaluation, *High Risk Students, Nontraditional Education, *Organizational Effectiveness, Program Development, Qualitative Research, Self Evaluation (Groups), Summative Evaluation

Identifiers—*Accelerated Schools Movement

This paper presents ideas for the development and utilization of a comprehensive evaluation plan for an accelerated school. It contains information about the purposes of a comprehensive evaluation, the evaluation design, and the kinds of data that might be gathered and used. The first section, "An Approach to Evaluation: Multiple Purposes and Multiple Perspectives," includes the following topics: (1) "Formative and Summative Evaluation Purposes"; (2) "An Ethnographic Perspective"; (3) "Intra-cultural Diversity"; (4) "Contextualization"; (5) "Non-

judgmental Orientation"; (6) "Emic or Insider's Perception"; and (7) "A Quantitative Perspective." The second section, "Getting Started: The Baseline Description, Summative Design, and Formative Evaluation Procedures," covers the following topics: (1) "A Baseline Description of the Accelerated School"; (2) Developing an Overall Evaluation Plan"; (3) "Comparative Bases for Summative Evaluation"; (4) "Time"; (5) "Curriculum and Instructional Methods"; (6) "Decision Making"; and (7) "Establishing Formative Evaluation Procedures." The second section, "Monitoring Progress: Ongoing Evaluation of Student Learning," includes the following topics: (1) "Systematic Classroom Observations"; (2) "Portfolios of Student Work"; (3) "Homework"; (4) "Grades and Report Cards"; (5) "Standardized Tests"; and (6) "Summing Up." Four notes and 50 references are included. (JS)

ED 313 496

UD 027 194

Fleigel, Seymour

Creative Non-Compliance in East Harlem Schools.

Pub Date—May 89

Note—36p.; Paper presented at the Conference on Choice and Control in American Education, University of Wisconsin-Madison (Madison, WI, May 17-19, 1989).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Reports—Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Administrative Organization, *Decentralization, Educational Change, *Educational Opportunities, Educational Quality, *Junior High Schools, *Nontraditional Education, Parent Participation, *Program Development, *School Choice, Urban Schools Identifiers—New York (East Harlem)

This paper describes a program that has evolved in District No. 4 in the East Harlem area of Manhattan (New York). There, a system of "choice" at the junior high school level is possible due in part to the latitude afforded local school districts under the current decentralized system of authority. The program permits students and parents to select an intermediate school from a list of differentiated alternative schools other than the school that the children would be assigned to according to the "zoning" of the community. This element of choice can provide the catalyst for educational reform by introducing a market mechanism into the public school system—if parents are permitted to choose which school their children will attend, each school has reason to question how its own educational program might improve. This paper explores the steps experienced in establishing a system of parental choice, describes some lessons that were learned in the process of establishing this system, and considers current prospects for similar developments given the current attitude toward decentralized reform in the city of New York. Two tables and a list of six sources are included. (JS)

ED 313 497

UD 027 195

Illiteracy: An Incurable Disease or Education Malpractice?

United States Senate Republican Policy Committee, Washington, DC.

Pub Date—13 Sep 89

Note—16p.

Pub Type—Information Analyses (070)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basal Reading, Beginning Reading, *Educational Change, Educational History, Elementary Education, *Illiteracy, *Phonics, *Reading Instruction, *Reading Research, *Sight Method, Teaching Methods

The major theory examined in this paper is that the increasing problem of illiteracy in the United States may be due to a faulty method of teaching reading. The causes of the illiteracy problem and possible solutions are explored using evidence from reading research and classroom results. The following topics concerning the teaching of reading are covered: (1) why America has a reading problem; (2) historical evidence that everyone can be taught to read; (3) two ways to teach reading—whole language and the "code" approach; (4) historical aspects of the way reading is taught; (5) Blaise Pascal, the inventor of modern systematic language instruction; (6) the 19th century "look and say" style of teaching reading introduced; (7) the 20th century "look and say" style of teaching established as the norm; (8) the basal reader; (9) research studies that show the phonetics approach is better than the

whole language approach; (10) responses of reading professionals to research findings; (11) why faulty methods continue to be used; (12) additional obstacles to reading reform; (13) how teachers feel about reading methods; (14) the Reading Reform Foundation; and (15) which federal programs impact illiteracy. Overwhelming evidence is presented that the antidote to illiteracy is the restoration of the instructional practice of intensive, systematic phonics in every primary classroom. A list of 30 sources is included. (JS)

ED 313 498

UD 027 199

Kirst, Michael W. Gifford, Bernard

Politics of Government Efforts To Improve the Disadvantaged.

Pub Date—Nov 88

Note—35p.; Paper presented at the Stanford Centennial Conference on Accelerating Education for Disadvantaged Children (Stanford, CA, November 1988).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Cycles, *Disadvantaged Youth, Economic Climate, *Federal Programs, *Political Issues, Poverty, *Program Evaluation, *Remedial Programs, *Social Action, United States History

This paper discusses the significant political advances for disadvantaged children that have been dependent upon trends and upheavals in the economy and major social or political movements. Evidence is provided which indicates that large scale U.S. government programs are rarely based on a public concern for children, but rather on a more instrumental goal such as developing skilled workers to maintain and increase the productivity and international competitiveness of the American economy. This paper focuses on federal policy throughout the last 30 years in relation to funding for disadvantaged children. The trends are tracked through changing administrations and economics. The following sections are included: (1) "The Politics of Growth: The 1960's War on Poverty"; (2) "The Incremental Gains of the 1970's"; (3) "The 1980's and Programs for the Disadvantaged"; and (4) "Looking to the Future." Evidence indicates that programs for the disadvantaged are not sufficient to overcome the problems that these children face. Recommendations are made for program revisions and unification of efforts in the fight to turn heightened political concern about the disadvantaged into political action. Three tables, one figure, and 16 references are included. (JS)

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

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Descriptor _____ Microcomputers

Title _____ Public Education and Electronic Technologies.

ED 226 725 _____ Accession Number

Identifier _____ National Assessment of Educational Progress

Title _____ Reading, Science, and Mathematics Trends. A Closer Look.

ED 227 159 _____ Accession Number

Ability Grouping

Cross-Cultural Investigations into Student Development of Spatial Relations and Abstract Mathematical Thought: Some Preliminary Findings from Australia, Japan and the United States.

ED 313 230

Abstracts

Resources in Education (RIE). Volume 25, Number 4.

ED 312 373

Academic Ability

Comparative Effects of Ability and Feedback Form in Computer-Assisted Instruction.

ED 313 387

Gender and Academic Achievement in Education.

ED 313 103

Academic Achievement

An Annotated Bibliography of the Literature Dealing With the Contributing Factors of Teacher Expectations on Student Performance.

ED 313 323

Changed Lives: The Effects of the Perry Preschool Program on Youths through Age 19. Monographs of the High/Scope Educational Research Foundation, Number Eight.

ED 313 128

Differences in Achievement for First and Second Graders Associated with Reduction in Class Size.

ED 313 153

Differences in Achievement for First Grade Students in Small Classes.

ED 313 098

Gender and Academic Achievement in Education.

ED 313 103

Professional Practice Schools: Building a Model.

ED 313 344

Progress in Education: A Report to the Community, 1988-89.

ED 312 755

Project SAIL, 1987-88. OREA Evaluation Section Report.

ED 313 173

The Relation between College Students' Reading Strategies, Attitudes, and Course Performance.

ED 312 609

The Relationship of Age Entrance to Kindergarten to Achievement in Grades One through Five.

ED 313 156

Research Identifies Effective Programs for Students At Risk of School Failure.

ED 313 466

The San Elizario Bilingual Learning Community:

RIE APR 1990

An Application of Technology to Reading/Writing/Mathematics/Computer Literacy. Fifth Year Evaluation Report.

ED 313 188

Which Way to Improvement? A Catalog of Programs for Discipline, Drugs, Achievement, and Attendance.

ED 312 550

Academic Advising

The Training of Teachers as Advisors.

ED 312 789

Academic Aspiration

The Adult Daughter Project: Communication and Life Aspirations.

ED 312 728

An Ethnographic Study of Low Participation Rates in Higher Education in Southcentral Pennsylvania.

ED 313 181

Academic Education

Strengthening Basic Skills through an Integrated Middle School Curriculum. August 1988-June 1989.

ED 312 398

Academic Failure

The Effect of Gender on the Non-Promotion of Black Males.

ED 313 456

Learning Differently: Meeting the Needs of Adults with Learning Disabilities.

ED 312 479

Profile of Students At Risk.

ED 313 465

Academic Freedom

Raising Proper Educational Questions in the House of Intellect.

ED 313 342

Academic Persistence

Dropouts Who Complete High School with a Diploma or GED.

ED 312 783

Focusing on Retention: A Commitment to Student Success. A Resource Manual for Alabama State Community, Junior, and Technical Colleges.

ED 313 075

Logit Analysis of Graduate Student Retention and Graduation.

ED 312 932

Academic Records

High School and Beyond. Postsecondary Education Transcript File [machine-readable data file].

ED 313 417//

High School and Beyond. Transcripts Survey (1982). [machine-readable data file].

ED 313 442//

National Longitudinal Study of the High School Class of 1972. Postsecondary Education Transcript File [machine-readable data file].

ED 313 400//

National Longitudinal Study of the High School Class of 1972. Postsecondary Education Transcript Study Data File User's Manual. Contractor Report.

ED 313 399

Academic Standards

Analysis of the Enrollment Impact of Implementing an Academic Entrance Requirement at Practical Bible Training School.

ED 312 949

Assessment, Accreditation, and Licensure, and Their Effects upon Teaching and Learning.

ED 313 374

Floridians at Risk of Losing Higher Education Opportunity.

ED 313 087

The Irish System of Teacher Education. Part 1. (Including Appendix 1). Series 89/5a.

ED 313 320

Academically Gifted

Stages of Developing a Qualitative Evaluation Plan for a Regional High School of Excellence in Upstate New York.

ED 313 383

Accelerated Schools Movement

A School-Based Evaluation Model for Accelerating the Education of Students At-Risk.

ED 313 495

Access to Education

Accessibility to Post-Secondary Education in Canada.

ED 312 927

Distance Education Papers. Occasional Papers No. 8.

ED 312 984

An Exploratory Study of Nonparticipation by Older Adults in Organized Educational Activities.

ED 312 445

"Fifty-Fifty?" Comparative Comments on Access to Adult and Higher Education in Sweden.

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Influences of the Chautauqua Movement on

- American Higher Education. ED 312 940
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- Progress Report on CSU Outreach Programs. ED 312 955
- Standardized Tests Used for Higher Education Admission and Placement in California during 1988. The Fourth in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984). Report 89-16. ED 312 969
- Why Student Financial Aid? ACT Student Financial Aid Research Report Series 87-1. ED 312 930
- Access to Health Care**
- Black Health Issues in New York State: Condition, Prognosis, Prescription. Executive Summary. Preliminary Report, Health Subcommittee. The Governor's Advisory Committee for Black Affairs. Volume 1, Health. ED 313 472
- Black Health Issues in New York State: Condition, Prognosis, Prescription. Preliminary Report, Health Subcommittee. The Governor's Advisory Committee for Black Affairs. Volume 1, Health. ED 313 473
- The Connecticut Children's Mental Health Needs Assessment Program: Barriers to Treatment. ED 312 526
- Access to Information**
- Functions of Library Classification. ED 313 046
- Online Information Retrieval. Teaching Electronic Access in the Curriculum. ED 313 039//
- A Parent's Guide to Accessing Parent Groups, Community Services, and to Keeping Records. ED 312 833
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- A Consumer's Guide to Accessory Apartments. ED 312 543
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- Achievement**
- Superintendent Evaluation. ERIC Digest Series Number EA 42. ED 312 775
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Achievement Tests

- Grade 12 Diploma Examination: Biology 30. June 1989 = Examen en vue du diplome douzieme annee: Biologie 30. Juin 1989. ED 313 234
- Grade 12 Diploma Examination: Chemistry 30. June 1989 = Examen en vue du diplome douzieme annee: Chimie 30. Juin 1989. ED 313 235
- Post-Secondary Programs Musical Independence and Related Academic/Musical Experiences. ED 313 449
- What's in a Norm? How African Americans Score on Achievement Tests. Research Notes on Education. No. 3. ED 313 476

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- Acid Rain: Science Projects. ED 313 267//

Acquired Immune Deficiency Syndrome

- Community-Based Outreach for AIDS Education in New Haven, Connecticut. ED 312 559
- Educator's Guide to AIDS and Other STD's. ED 313 379
- Falling Behind. An Examination of Critical Social Programs and Policies in New York State. Implications for the Black Community. Report of the Human Services Subcommittee. The Governor's Advisory Committee for Black Affairs. Volume 2, Human Services. ED 313 474
- Friends for Life: Featuring Amy Wilson. The Kids on the Block Book Series. ED 312 815
- The Impact of Channel Reliance on Tactical Mobilizing Information about HIV Transmission. ED 312 721
- Living with AIDS. ED 313 301
- Management of Chronic Infectious Diseases in School Children. Revised Edition. ED 312 855
- New Jersey's Emergency Retrovir Reimbursement Program (ERRP). ED 312 512
- Problems in the Workplace: AIDS, Drug Testing, Sexual Harassment, and Smoking Restrictions. LERC Monograph Series No. 7. Second Edition. ED 312 572
- A Resource Guide to Effective HIV Education in America's Rural Schools [and] Update. ED 313 178

Activism

- Yearbook 1988. IWGIA: 20 Years. ED 313 187

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- The Undergraduate Statistics Major—A Prelude to Actuarial Science Training. ED 313 231

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- ED 312 759
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- Facilitating the Operationalization of Evaluation Recommendations. ED 313 385
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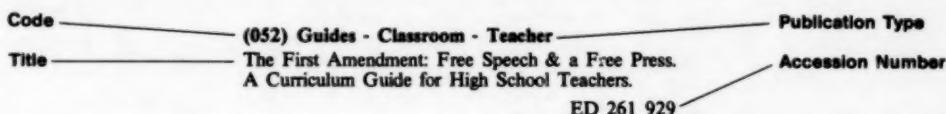
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 Business Is Looking Up: Featuring Renaldo Rodriguez. The Kids on the Block Book Series.
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Case Studies in Australian Adult Education. ED 312 380

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EA — Educational Management	SO — Social Studies/Social Science Education
EC — Handicapped and Gifted Children	SP — Teacher Education
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HE — Higher Education	UD — Urban Education
IR — Information Resources	

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JC890460	ED313058	PS018429	ED313152	SE051056	ED313246	SP031674	ED313340
JC890535	ED313059	PS018430	ED313153	SE051057	ED313247	SP031679	ED313341//
JC890538	ED313060	PS018431	ED313154	SE051059	ED313248	SP031693	ED313342
JC890539	ED313061	PS018432	ED313155	SE051060	ED313249	SP031700	ED313343
JC890541	ED313062	PS018433	ED313156	SE051061	ED313250	SP031702	ED313344
JC890542	ED313063	PS018434	ED313157	SE051062	ED313251	SP031704	ED313345//
JC890543	ED313064	PS018436	ED313158	SE051063	ED313252	SP031705	ED313346//
JC890544	ED313065	PS018438	ED313159	SE051064	ED313253	SP031707	ED313347//
JC890545	ED313066	PS018439	ED313160	SE051065	ED313254	SP031708	ED313348//
JC890546	ED313067	PS018442	ED313161	SE051066	ED313255	SP031709	ED313349//
JC890547	ED313068	PS018443	ED313162	SE051067	ED313256	SP031713	ED313350
JC890548	ED313069	PS018448	ED313163	SE051068	ED313257	SP031716	ED313351
JC890549	ED313070	PS018450	ED313164	SE051069	ED313258	SP031718	ED313352
JC890550	ED313071	PS018453	ED313165	SE051071	ED313259	SP031719	ED313353
JC890551	ED313072	PS018454	ED313166	SE051072	ED313260	SP031722	ED313354
JC890552	ED313073	PS018456	ED313167	SE051080	ED313261//	SP031723	ED313355
JC890553	ED313074	PS018457	ED313168	SE051081	ED313262//	SP031724	ED313356
JC890554	ED313075	PS018458	ED313169	SE051082	ED313263//	SP031730	ED313357
JC890555	ED313076	PS018460	ED313170	SE051084	ED313264//	SP031731	ED313358
JC890556	ED313077	PS018461	ED313171	SE051085	ED313265//	SP031732	ED313359
JC890557	ED313078	PS018469	ED313172	SE051086	ED313266//	SP031734	ED313360
JC890558	ED313079	PS018470	ED313173	SE051103	ED313267//	SP031735	ED313361
JC890559	ED313080					SP031741	ED313362

SP031743	ED313363//	UD026978	ED313456
SP031744	ED313364	UD026984	ED313457
SP031745	ED313365	UD026999	ED313458//
SP031746	ED313366	UD027005	ED313459//
SP031747	ED313367	UD027015	ED313460
SP031752	ED313368	UD027043	ED313461
SP031753	ED313369	UD027077	ED313462
SP031768	ED313370//	UD027100	ED313463
SP031770	ED313371	UD027103	ED313464
SP031771	ED313372	UD027106	ED313465
SP031783	ED313373	UD027107	ED313466
SP031784	ED313374	UD027108	ED313467
SP031785	ED313375	UD027109	ED313468
SP031791	ED313376	UD027112	ED313469
SP031793	ED313377	UD027113	ED313470
SP031796	ED313378	UD027114	ED313471
SP031817	ED313379	UD027117	ED313472
		UD027118	ED313473
		UD027119	ED313474
TM013971	ED313380	UD027122	ED313475
TM014117	ED313381	UD027123	ED313476
TM014132	ED313382	UD027124	ED313477
TM014134	ED313383	UD027138	ED313478
TM014135	ED313384	UD027140	ED313479
TM014136	ED313385	UD027149	ED313480
TM014137	ED313386	UD027150	ED313481
TM014139	ED313387	UD027151	ED313482
TM014143	ED313388	UD027152	ED313483
TM014155	ED313389//	UD027153	ED313484
TM014156	ED313390//	UD027154	ED313485
TM014157	ED313391	UD027157	ED313486
TM014158	ED313392//	UD027164	ED313487
TM014159	ED313393	UD027165	ED313488
TM014160	ED313394//	UD027166	ED313489//
TM014161	ED313395	UD027167	ED313490//
TM014162	ED313396//	UD027169	ED313491
TM014163	ED313397	UD027179	ED313492
TM014164	ED313398//	UD027180	ED313493
TM014165	ED313399	UD027187	ED313494
TM014166	ED313400//	UD027192	ED313495
TM014167	ED313401	UD027194	ED313496
TM014168	ED313402//	UD027195	ED313497
TM014169	ED313403	UD027199	ED313498
TM014170	ED313404//		
TM014171	ED313405		
TM014172	ED313406//		
TM014173	ED313407		
TM014174	ED313408//		
TM014175	ED313409		
TM014176	ED313410//		
TM014177	ED313411		
TM014178	ED313412//		
TM014179	ED313413		
TM014180	ED313414//		
TM014181	ED313415		
TM014182	ED313416//		
TM014183	ED313417//		
TM014184	ED313418		
TM014185	ED313419//		
TM014186	ED313420		
TM014187	ED313421//		
TM014188	ED313422		
TM014189	ED313423//		
TM014190	ED313424		
TM014191	ED313425//		
TM014192	ED313426		
TM014193	ED313427//		
TM014194	ED313428//		
TM014195	ED313429		
TM014196	ED313430//		
TM014197	ED313431		
TM014198	ED313432//		
TM014199	ED313433		
TM014200	ED313434//		
TM014202	ED313435//		
TM014205	ED313436		
TM014206	ED313437//		
TM014207	ED313438//		
TM014208	ED313439//		
TM014209	ED313440//		
TM014210	ED313441//		
TM014211	ED313442//		
TM014212	ED313443//		
TM014285	ED313444		
TM014286	ED313445		
TM014289	ED313446		
TM014298	ED313447		
TM014302	ED313448		
TM014305	ED313449		
TM014307	ED313450		
TM014308	ED313451		
TM014310	ED313452		
TM014313	ED313453		
TM014314	ED313454		

UD026604 ED313455

THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since August 1986. They are, therefore, not included in the main body of the 11th (1987) edition of the *Thesaurus of ERIC Descriptors*.

Absence (Teachers)

USE EMPLOYEE ABSENTEEISM
and TEACHER ATTENDANCE
(Former USE reference of "Teacher
Attendance" only)

ABSTRACTS

SN (Scope Note Added) (note: do not confuse
with "Bibliographic Records") Jul. 1966

ACID RAIN

SN Precipitation (rain, snow, fog, etc.) contain-
ing destructive acid concentrations, caused
when pollutants, chiefly oxides of sulfur and
nitrogen, are chemically combined with wa-
ter vapor in the atmosphere Dec. 1988

ACQUIRED IMMUNE DEFICIENCY SYNDROME

SN Infectious, life-threatening virus that inhibits
the body's protective immune system—
transmitted chiefly by sexual contact, the
sharing of intravenous needles/syringes, or
unscreened blood transfusions Aug. 1987
UF AIDS (Disease)
HTLV 3
Human Immunodeficiency Virus
Human T Cell Lymphotropic Virus Type 3

ADMINISTRATOR EFFECTIVENESS

SN Degree to which administrators are success-
ful in satisfying their objectives, obligations,
or functions Dec. 1988

ADULT CHILDREN

SN Grown-up sons and daughters (approx-
imately 18+ years of age) Dec. 1987
UF Adult Offspring
Grown Children

ADULTS (30 TO 45)

SN Age group between "Young Adults" and
"Middle Aged Adults"—approximately 30-
45 Aug. 1989

AFRICAN STUDIES

SN Interdisciplinary instruction and research
concerned with the continent of Africa and
its inhabitants—generally encompasses sub-
Saharan Africa, but may also include North
Africa Aug. 1988

AGENDA SETTING

SN The power of communication to shape and
formulate opinion and direction through the
choice of topics considered and/or the perspec-
tives offered (note: do not confuse with the
Identifier "Agenda Preparation (Meetings)") Dec. 1989

ALCOHOL ABUSE

SN Excessive or otherwise inappropriate inges-
tion of alcoholic beverages, often causing
risk or injury to health and impaired social
functioning (note: if possible, use the more
specific term "Alcoholism") Jun. 1988

UF Alcohol Intoxication
Drunkness (Alcohol)
Problem Drinking

Alcohol Consumption USE DRINKING

Alcohol Use USE DRINKING

ALCOHOLISM

SN (Scope Note Added) Psychogenic or phys-
iological dependence on alcohol May 1974
UF Alcohol Addiction
Alcohol Dependency

ALTERNATE DAY SCHEDULES

SN Scheduling attendance on alternate days—usu-
ally refers to kindergarten, preschool, or day
care programs Dec. 1989

ALZHEIMERS DISEASE

SN The most common form of dementia in
middle-aged and older adults—characterized
by severe, irreversible impairment of cog-
nitive functions, such as thinking and mem-
ory, and by behavioral and personality
changes Aug. 1989
UF Senile Dementia Alzheimers Type

APARTHEID

SN Afrikaan word meaning "apartness," refer-
ring to the system of racial segregation and
political and economic discrimination offi-
cially practiced in the Republic of South
Africa (and the territory of Namibia) since
the 1948 election victory of the Afrikaaner
Nationalist Party Aug. 1989

ART CRITICISM

SN Description, interpretation, and evaluation
of visual art works, e.g., painting, sculpture,
architecture, photography, computer imag-
ery, crafts—includes historical, recreative,
and judicial analyses Dec. 1989

Assessment

USE EVALUATION

Assessment Instruments (Individuals) USE MEASURES (INDIVIDUALS)

Assistance (Social Behavior)

USE HELPING RELATIONSHIP

AUDIENCE AWARENESS

SN The conceptions of the writer, speaker, or
performer concerning the recipients of
his/her communication Aug. 1988

AUDIENCE RESPONSE

SN Recipient reactions to, and interpretations
of, oral, visual, or written communication
(note: if possible, use the more specific term
"Reader Response") Aug. 1988

AVIATION EDUCATION

SN Learning/teaching activities across all grade
levels that focus on such topics as aircraft
flight, airplane structure/maintenance/operation,
avionics, air commerce/transportation,
aerial safety/ground support, and the effects
of air travel on everyday life—includes both
general and technical educational programs Dec. 1989

BABY BOOMERS

SN Those born at a time when the population's
birth rate is sharply increasing—used most
frequently for the post World War II genera-
tion, especially those born between 1946
and 1965 Aug. 1989

BIBLIOGRAPHIC DATABASES

SN Organized collections of machine-readable re-
cords that describe books, journal articles, re-
ports, or other primary sources of information Dec. 1987

Bibliographic Instruction

USE LIBRARY INSTRUCTION

BIBLIOGRAPHIC RECORDS

SN Records in a database or library catalog that
describe a bibliographic item (book, film,
etc.)—generally containing author, title, and
publication information and often enhanced
with abstracts and/or subject terms (note:
for references to other works within bib-
liographic items, use "Citations (Refer-
ences)," which, prior to Dec87, was some-
times used for "Bibliographic Records") Dec. 1987

BODY COMPOSITION

SN The amounts of fat and nonfat tissue in the
body, usually expressed as a ratio Aug. 1988
UF Body Density
Body Fatness
Body Mass
Fat Ratio
Lean Fat Ratio
Percent Body Fat

CABLE FRANCHISING

SN Process by which a government unit selects
and licenses a cable company to install, op-
erate, and maintain a cable television
service—includes the provisions of the re-
sulting contract regarding fees, local pro-
gramming, etc. (note: see also "Franchising"—
prior to Dec89, "Cable Franchising" was in-
dexed as "Franchising") Dec. 1989
UF Franchising (Cable)

CAREER INFORMATION SYSTEMS

SN Systems for collecting, organizing, and
delivering information about occupations
and relevant educational opportunities to
support career planning, decision making,
and guidance, often with the assistance of
computers Dec. 1989
UF Career Information Delivery Systems
Occupational Information Systems

CAREGIVERS

SN Individuals who provide personal care to
others—includes professionals, nonprofes-
sionals, family members, and friends (note:
use a more specific term if possible) Dec. 1987

CHI SQUARE

SN The sum of the squares of observed values
minus expected values divided by the ex-
pected values—used in testing hypotheses
concerning the discrepancy between ob-
served and expected results Dec. 1988

CHILD HEALTH

UF Child Health Care Dec. 1989

CHILD SUPPORT

SN Money paid for the care of one's minor
child, especially payments to a former
spouse under a decree of divorce Aug. 1989

CHILDLESSNESS

SN Having no natural children (note: if appro-
priate, coordinate with the Identifier "Vol-
untary Childlessness") Jun. 1988

CHILDRENS LIBRARIES

SN Libraries or sections of libraries devoted to
collections and services for children Aug. 1989

CHRONIC ILLNESS

SN Disease or ailment of long duration or fre-
quent recurrence, and often of increasing
severity Jun. 1988
("Chronic Illnesses" deleted as USE reference)

CITATIONS (REFERENCES)

SN (Scope Note Changed) References that iden-
tify works which have been used as author-
ities or from which passages have been
quoted (note: do not confuse with
"Bibliographic Records") Mar. 1980

Classroom Management

USE CLASSROOM TECHNIQUES

CLINICAL SUPERVISION (OF TEACHERS)

SN A collegial model of teacher supervision and
improvement that includes at least three
phases—planning conference, classroom ob-
servation, and feedback conference Aug. 1989

COCAINE Dec. 1989
SN Narcotic alkaloid obtained from coca leaves—widely used systemically as a stimulant or euphoriant

Cognitive Tempo
USE CONCEPTUAL TEMPO

COHABITATION Jun. 1988
SN Refers primarily to unmarried couples living together

COLLEGIABILITY Aug. 1988
SN Relationship among people within a profession, field, organization, or office, characterized by trust, openness, concern, and cooperation
UF Collegial Models

COMPUTER CENTERS Aug. 1989
SN Locations housing computers, peripherals, and software, ranging from microcomputer laboratories in single schoolrooms to large mainframe installations offering a variety of data processing assistance and consultancy

COMPUTER GAMES Dec. 1987
SN Games played on computers, as either educational tools or recreational pastimes (note: do not confuse with "Video Games" with built-in semiconductor chips or microprocessors that can be played independently of a computer)

Computer Keyboards
USE KEYBOARDING (DATA ENTRY)

COMPUTER PERIPHERALS Dec. 1987
SN Any computer equipment other than the central processing unit, i.e., devices for input, output, storage, add-on memory, and other auxiliary functions
UF Computer Auxiliary Equipment

COMPUTER PRINTERS Jan. 1988
SN Computer output devices that produce readable, hard-copy data on paper, film, etc.

COMPUTER SYSTEM DESIGN Jan. 1988
SN The process of selecting, setting up, and modifying a system of computer hardware and software—also, the layout and specifications of a computer system
UF Computer System Development

COMPUTER TERMINALS Jan. 1988
SN Input output devices, generally including a keyboard and a display unit (video or print), used to enter data into and receive data from a computer (note: prior to Jan. 88, the instruction "Computer Terminals, use Input Output Devices" was carried in the Thesaurus)

CONSCIOUSNESS RAISING Dec. 1989
SN The process of increasing knowledge and concerned awareness of social, political, economic, and environmental realities and issues, and/or of one's own nature, beliefs, behavior, and power—often with the intent to effect change

CONTEXT EFFECT Dec. 1989
SN The impact or consequences of an encompassing situation on the functions and performance of something—in education, the effects of situational variables (e.g., physical setting, psychosocial condition, expectations) on perception, cognition, and experience (note: do not confuse with "Context Clues")
UF Contextual Effects
Situational Determinants

COOPERATIVE LEARNING Aug. 1988
SN Learning situation in which students work together in small groups and receive rewards or recognition based on their group's performance

Cooperative Work Experience Programs
USE COOPERATIVE EDUCATION

COURSE INTEGRATED LIBRARY INSTRUCTION Jan. 1988
SN Library instruction given as part of a course in another subject, i.e., English, history, etc.
UF Course Related Library Instruction

CRACK Dec. 1989
SN Easily manufactured form of highly purified cocaine prepared with other ingredients for smoking, and known to be especially potent and addictive

CRITICAL VIEWING Aug. 1989
SN Viewing carefully to comprehend and evaluate information presented by television, video recordings, and other visual media

CRYING Dec. 1989
SN Sobbing or shedding tears

Data Processing Centers
USE COMPUTER CENTERS
and DATA PROCESSING

DATABASE DESIGN Jan. 1988
SN The process of planning and organizing the content and structure of a database—also, the specifications that result from this process

DEBATE FORMAT Aug. 1988
SN Structure or framework of formal debate, including order and duration of arguments

DESKTOP PUBLISHING Aug. 1989
SN The production of finished publications in one's home or office using a microcomputer, a peripheral high-resolution printer, and page-composition software that permits the integration of text, graphics, photography, and/or type sizes and styles
UF Personal Publishing

DEVELOPMENT COMMUNICATION Aug. 1989
SN Mass communication intended to promote social and material advancement (greater equality, freedom, productivity, etc.) of developing nations or among poor peoples

Developmental Differences (Age Groups)
USE AGE DIFFERENCES
and INDIVIDUAL DEVELOPMENT

Developmental Patterns (Individuals)
USE INDIVIDUAL DEVELOPMENT

DISK DRIVES Jan. 1988
SN Input output devices that effect the necessary movements of disks or disk packs and that have read/write heads for accessing and recording data on the disks and communicating with the computer

DISTRACTORS (TESTS) Aug. 1988
SN Incorrect alternative answers used in objective test items—also, incorrect choices or extraneous information used in test-like tasks

DREAMS Dec. 1989
SN Thoughts, sensations, emotions, or images experienced during sleep

DRIVING WHILE INTOXICATED Aug. 1989
UF Drinking Drivers
Drunk Driving

DRUG USE TESTING Aug. 1989
SN Screening for drug use or abuse by the quantitative determination of drug metabolites in the blood, urine, tissue, etc.
UF Drug Testing (Presence in Body)

EARLY INTERVENTION Aug. 1989
SN Intervention with individuals at risk for, or in the early stages of mental, physical, learning, or other disorders—usually refers to efforts targeted at young children (infancy through primary grades), sometimes including prenatal care

ECONOMIC IMPACT Dec. 1989
SN Effect of an action, event, or other circumstance (e.g., legislation, migration, commercial development, literacy, existence of a school or college) on the economic well-being of an individual, enterprise, community, region, etc.
UF Economic Effects

Economic Influences
USE ECONOMIC FACTORS

Educational Excellence
USE EDUCATIONAL QUALITY

Educational Excellence Movement (United States)
USE EXCELLENCE IN EDUCATION

EMPLOYEE ABSENTEEISM Dec. 1989
SN Absences of employees during regularly scheduled work hours
UF Absence (Employees)

ENTROPY Dec. 1988
SN The amount of disorder, or tendency toward randomness, in a physical or social system, e.g., the extent to which the energy in a thermodynamic system is unavailable for useful work, the diminished capacity of human systems (over time) for adaptation or change, the degree of uncertainty in a message or signal
UF Negentropy

ESPERANTO Aug. 1989
SN International language created in 1887 by Polish philologist, Ludwig Zamenhof, based on approximately 1,000 word roots common to the Western European languages—a century after its creation, the language had 15,000 roots from which 150,000 words could be formed

EVALUATION RESEARCH Dec. 1988
SN Systematic investigation into the nature and process of evaluation, including methods, practices, and utilization of results (note: do not confuse with evaluation conducted in an exhaustive or research-like manner, for which see "Evaluation")
UF Evaluative Research

EXCELLENCE IN EDUCATION Dec. 1988
SN Educational reform movement in the United States directed at stemming declining academic performance and renewing a commitment to high-quality, effective schooling for all—began in 1983 with the issuance of "A Nation at Risk," the final report of the National Commission on Excellence in Education, which focused attention and prompted widespread actions toward educational improvement

EXTRAVERSION INTROVERSION Dec. 1989
SN Personality dimension described or measured in terms of direction of interest and attention outward or inward, ease or difficulty of social adjustment, and tendency toward open or secretive behavior
UF Ambiversion
Extroversion
Introversion

FAMILIARITY Dec. 1989
SN Close acquaintance with or considerable knowledge of a person, object, situation, task, or stimulus (note: see also related identifiers such as "Expertise" and "Knowledge")

FAMILY CAREGIVERS Dec. 1988
SN Individuals providing personal care to their relatives (or, on occasion, close friends)—such care is usually informal and in the home (frequently for elderly parents)

FINANCIAL EXIGENCY Dec. 1989
SN A state of financial crisis—commonly, a judicially accepted condition permitting an educational institution to terminate programs and eliminate staff positions, including those of tenured faculty

FLOPPY DISKS Dec. 1987
SN Computer storage devices in the form of small flexible magnetic disks enclosed in semirigid jackets—generally used with microcomputers
UF Diskettes
Flexible Disks

FRAIL ELDERLY Jun. 1988
SN Elderly persons whose physical or mental abilities are so reduced that regular assistance is needed for daily living or social contacts

FRANCHISING Dec. 1989
SN Process in which a firm or enterprise offers to another the right to conduct a business operation in keeping with established policies, procedures, and goals and using the offeror's trade name or trademark (note: do not confuse with "Cable Franchising," which prior to Dec. 89, was indexed as "Franchising")

FREE ENTERPRISE SYSTEM Aug. 1988

SN Economic system in which individuals, rather than the government, make decisions about the way goods and services are produced, distributed, and used

UF Free Market
Laissez Faire Economy
Market Economy

FRENCH CANADIANS Dec. 1989

SN A major ethnic component of contemporary Canadian society dating back to seventeenth-century settlement (New France), whose language and culture are officially preserved, along with those of English-speaking Canadians, by the Federal government of Canada (note: for U.S. citizens of French-Canadian descent, coordinate with the Identifier "Franco Americans")

Full Day Half Day Alternate Day
USE ALTERNATE DAY SCHEDULES
and FULL DAY HALF DAY SCHEDULES

FULL DAY HALF DAY SCHEDULES Dec. 1989

SN Scheduling in full or half day sessions—usually refers to kindergarten, preschool, or day care attendance

UF All Day Half Day Schedules
Half Day Schedules

FULL TEXT DATABASES Jan. 1988

SN Machine-readable files containing the complete texts of journal articles, newspaper items, legal documents, encyclopedias, or other works

GATEWAY SYSTEMS Aug. 1989

SN Intermediary computer systems that simplify access to and use of other computer systems, networks, and bulletin boards, sometimes including unified access and switching across multiple databank hosts

UF Front End Systems (Computers)
Interface Systems (Cross Database)

GRADE REPETITION Jul. 1966

SN (Scope Note Added) Repeating a grade level in school because of deficient achievement

HEALTH CARE COSTS Jun. 1988

UF Health Costs

HEALTH PROMOTION Jun. 1988

SN Activities that encourage and support physical and mental wellness

UF Preventive Health
Wellness Programs

Help Giving**USE HELPING RELATIONSHIP****HELP SEEKING** Dec. 1988

SN Searching for and requesting assistance from others through formal or informal mechanisms (note: do not confuse with "Information Seeking")

Helping Behavior**USE HELPING RELATIONSHIP****HEROIN** Dec. 1989

SN Highly addictive narcotic prepared from morphine

Hiring (Personnel)**USE PERSONNEL SELECTION****HMONG** Aug. 1989

SN Miao-Yao language of southern China and Southeast Asia

UF Meo
Miao
Mong

HMONG PEOPLE Aug. 1989

SN Ethnic group from the mountains of southeastern China and adjacent areas of Laos, Vietnam, and Thailand—many became refugees at the end of the Vietnam War

UF Meos
Miaos

IMPORTS Aug. 1988**INCENTIVES** Mar. 1980

SN (Scope Note Changed) External factors motivating or inciting the individual to action or effort (note: prior to Mar80, the instruction "Incentives, use Motivation" was carried in the Thesaurus)

UF Extrinsic Motivation

INDEPENDENT LIVING Aug. 1989

SN Capacity to function in one's environment without supervision or aid (note: do not confuse with, or use for, the more precise concept "Daily Living Skills")

Independent Living Skills**USE DAILY LIVING SKILLS****Infant Death Rate****USE INFANT MORTALITY****and MORTALITY RATE****INFORMATION MANAGEMENT** Aug. 1989

SN Management of the acquisition, organization, storage, retrieval, and dissemination of information—can combine such traditional organizational functions as data processing, telecommunications, records control, and user services

UF Information Resources Management
IRM

Instructional Strategies**USE EDUCATIONAL STRATEGIES****INTEGRATED LIBRARY SYSTEMS** Aug. 1989

SN Online library computer systems that provide both technical support and public access

UF Integrated Automated Library Systems
Turnkey Systems (Libraries)

INTENTION Dec. 1989

SN Attitude or activity directed toward a conclusion or result (note: see also such Identifiers as "Collective Intent," "Communicative Intention," "Legislative Intent," and "Unconscious Intention")

INTIMACY Jun. 1988

SN Especially close association or familiarity (usually interpersonal, often affectionate or loving)

JOURNAL WRITING Aug. 1988

SN Writing done regularly in logs or notebooks to gather thoughts or ideas, sometimes for later use in more formal writing (note: use "Writing for Publication" for journal article writing)

JOURNALISM HISTORY Aug. 1988**JURIES** Dec. 1989

SN Bodies of persons impaneled to render verdicts, usually in real or simulated courts of law

UF Trial by Jury

KODALY METHOD Aug. 1988

SN System of music education for children that includes singing, ear training, solfeggio, rhythmic movement, and improvisation—developed by Hungarian composer, Zoltan Kodaly, to achieve the goal of music literacy

LIBEL AND SLANDER Dec. 1989

SN Any oral or printed false statements (including photographs or pictures) that injure another's reputation—also, the act of uttering, publishing, or broadcasting such statements

UF Defamation of Character
Slander

LIFE EVENTS Aug. 1989

SN All significant changes in a person's life, e.g., marriage, childbirth, divorce, hospitalization, bereavement, unemployment

LIKERT SCALES Dec. 1988

SN Measures in which subjects rate a series of attitudinal statements on a continuum, e.g., strongly agree, agree, undecided, disagree, strongly disagree—from a procedure originally developed by Rensis Likert

UF Summated Rating Scales

LONG TERM CARE Aug. 1989

SN Medical and social care given to individuals with chronic impairments

LOVE Dec. 1989

SN A complex emotion comprising attachment, tenderness, affection, and concern for the well-being of another person or persons—may be reflected affectively, cognitively, behaviorally, verbally, physically, or in fantasy

Machine Readable Data Files
USE DATABASES

MAGNETIC DISKS Dec. 1987

SN Computer storage devices in the form of flat circular plates coated on one or both sides with magnetic material on which information may be recorded and stored for future use

MAGNETIC TAPES Jan. 1969

SN (Scope Note Changed) Tapes coated on one or both sides with a magnetic oxide, on which data are stored by the selective polarization of portions of the surfaces—used for recording video, audio, or computer data (note: use a more specific term if possible)

MAIL SURVEYS Aug. 1988

SN Includes postal and electronic mail surveys (note: use as a minor Descriptor for examples of this kind of survey—use as a major Descriptor only as the subject of a document)

MARKOV PROCESSES Dec. 1988

SN Probabilistic simulations in which future events are determined completely by present and immediately preceding events, and not on anything occurring earlier—derived from the model developed by Russian mathematician A.A. Markov

UF Markov Chains

MASS MEDIA ROLE Aug. 1988

SN Functions or tasks expected of or performed by the mass media in society, e.g., news, education, entertainment, propaganda

UF Media Role (Mass Media)

MASS MEDIA USE Aug. 1988

SN The manner, purpose, frequency, etc., of audience use of the electronic or printed mass media

UF Media Use (Mass Media)

Medical Costs**USE HEALTH CARE COSTS****and MEDICAL SERVICES****MENSTRUATION** Aug. 1988

SN Cyclic discharge of blood and tissues from the uterus, normally occurring between puberty and menopause except during pregnancy (note: see also Identifiers "Menarche," "Menopause," "Menstrual Disorders," "Premenstrual Syndrome," and "Toxic Shock Syndrome")

UF Menses

MICROELECTRONICS Dec. 1989

SN Electronics concerned with the design and manufacture of chips, integrated circuits, and other miniaturized electronic components

UF Microminiature Electronics
Miniaturized Electronics

MISSING CHILDREN Aug. 1988**MODEMS** Jan. 1988

SN Devices that convert computer output to signals that can be transmitted over communications lines and that restore the signals to their original form at the receiving end

UF Modulator Demodulators

Mortality (Physiology)**USE DEATH****MORTALITY RATE** Jun. 1988

SN Ratio between the number of deaths and the number of individuals in a specified population

UF Death Rate

Multidisciplinary Approach**USE INTERDISCIPLINARY APPROACH**

NEONATES Jun. 1977
SN (Scope Note Changed) Aged birth to approximately 1 month (note: added Mar89 to list of age leveling Descriptors—prior to that, this concept was frequently indexed by "Infants")

NEW FEDERALISM Dec. 1989
SN A trend in late twentieth century U.S. conservative political thought toward Federal decentralization and more active state governments

News Use
USE MASS MEDIA USE
and NEWS MEDIA

NIGHTMARES Dec. 1989
SN Dreams that arouse intense fear and distress

NON ROMAN SCRIPTS Aug. 1989
SN Language signs and characters that are not included in the Roman alphabet, e.g., Arabic letters, Chinese ideograms
UF Non Latin Alphabets
Nonroman Alphabets

NUMERIC DATABASES Jan. 1988
SN Machine-readable files primarily consisting of statistical or other quantitative data, often with user manipulability

NURSING RESEARCH Dec. 1989
SN Basic, applied, and developmental research conducted to advance knowledge in nursing (note: use as a minor Descriptor for examples of this kind of research—use as a major Descriptor only as the subject of a document)

OFFICE AUTOMATION Jan. 1988
SN Application of computer and communications technologies to office functions and tasks

OLD OLD ADULTS Aug. 1989
SN Approximately 75+ years of age

OLYMPIC GAMES Aug. 1989
SN International program of amateur sports competition held in a different country every 4 years—the modern Olympic Games, first held in 1896, are a revival of similar quadrennial contests held in ancient Greece (note: do not confuse with "Special Olympics")
UF Summer Olympic Games

ONLINE VENDORS Apr. 1986
SN (Scope Note Changed) Organizations that maintain databases and related software on their computer systems and sell online retrieval time to clients at multiple remote locations (note: see also such Identifiers as "DIALOG," "BRS Information Technologies," and "ORBIT")

ORAL REHYDRATION THERAPY Aug. 1988
SN Use of a special drink of sugar and salt in water to reverse or prevent dehydration caused by acute diarrhea

ORFF METHOD Aug. 1989
SN System of music education for children that combines music with motion and incorporates the use of simple, mostly percussion, instruments—developed by German composer, Carl Orff
UF Orff Schulwerk Approach

PARENTS AS TEACHERS Dec. 1989
SN Parents assuming either formal or informal roles as teachers of their children at home and/or school—covers the range of involvement from full-time compulsory "Home Schooling" to occasional help with homework
UF Parent as a Teacher

PARTICIPATORY RESEARCH Dec. 1989
SN Social research in which the persons being studied are also fully involved in the research design and analysis (note: use as a minor Descriptor for examples of this kind of research—use as a major Descriptor only as the subject of a document—do not use for "Participation Research," i.e., research about participation)

Peer Tutoring
USE PEER TEACHING and TUTORING

PHYSICAL ATTRACTIVENESS Jun. 1988
SN (Note: see also the Identifier "Facial Attractiveness")

Piagetian Stages
USE DEVELOPMENTAL STAGES
and PIAGETIAN THEORY

Piagetian Tasks
USE DEVELOPMENTAL TASKS
and PIAGETIAN THEORY

PLYOMETRICS Dec. 1989
SN Exercises to develop eccentric contraction (muscle stretching)—includes depth jumping, hopping, skipping, and leaping activities, all done with rapid, explosive movements

Press Role
USE MASS MEDIA ROLE
and NEWS MEDIA

PREVENTIVE MEDICINE Jul. 1966
SN (Scope Note Added) Medical science that deals with prevention of diseases

Proficiency Tests (Academic)
USE ACHIEVEMENT TESTS

Proficiency Tests (Language)
USE LANGUAGE PROFICIENCY
and LANGUAGE TESTS

PROOFREADING Aug. 1989
SN Reading typescript or printed copy, often against a preceding draft, to find and mark errors

RECORDS MANAGEMENT Aug. 1989
SN Management of the creation, use, handling, control, maintenance, and disposition of records in an office, organization, or household

Reference Librarians
USE LIBRARIANS
and REFERENCE SERVICES

REGULAR AND SPECIAL EDUCATION RELATIONSHIP Aug. 1989
UF General and Special Education Relationship
Special and Regular Education Relationship
Special Education Regular Education Cooperation
Special Regular Education Interface

RESPONSE RATES (QUESTIONNAIRES) Aug. 1989
SN Ratios of completed to distributed questionnaires
UF Return Rates (Questionnaires)

Retention (in Grade)
USE GRADE REPETITION

Retention (in School)
USE SCHOOL HOLDING POWER
(Replaces "Retention (of Students)" as USE reference)

ROCK MUSIC Aug. 1989

RURAL SOCIOLOGY Dec. 1989
SN The study of rural communities and rural life in both agricultural and industrialized societies

SCHOOL PRAYER Aug. 1988
SN Individual or group prayer in a public or private school setting
UF Prayer in Schools

SELF EFFICACY Jun. 1988
SN Belief or expectation about one's own ability to perform a given task successfully
UF Efficacy Expectation

SELF EMPLOYMENT Dec. 1989
SN State of earning income from one's own business, trade, or profession rather than receiving salary or wages from an employer

SELF FULFILLING PROPHECIES Dec. 1989
SN Expectations and predictions that serve to bring about their own fulfillment, e.g., prophecies of success or failure often encourage or inhibit behaviors that influence or even decide outcomes
UF Pygmalion Effect

SELF MOTIVATION Aug. 1989
(Former UF of SELF ACTUALIZATION)
SN Need or desire that arises from within the individual and causes action toward some goal—doing, or not doing, something simply because one wants to, irrespective of external stimuli
UF Intrinsic Motivation

SHARING BEHAVIOR Aug. 1989
SN To have, use, exercise, experience, occupy, or engage in something in common with another or others

SIBLING RELATIONSHIP Aug. 1988

SOAP OPERAS Dec. 1989
SN Serial melodramas—customarily appearing on broadcast television or radio, historically sponsored by "soap" companies, and usually scheduled during the day (note: for prime-time soap operas, coordinate with the Identifier "Prime Time Television")

Sociodramatic Play
USE DRAMATIC PLAY

SPECIAL NEEDS STUDENTS Dec. 1989
SN Broad legislative category referring to all students identified as needing special assistance to achieve educational equity, e.g., the disabled, the disadvantaged, those seeking nontraditional careers, limited English speakers—first appeared in U.S. "voc-ed" legislation of the mid-1970s (note: do not use for special education students—see "Special Education")

SPECIAL OLYMPICS Aug. 1989
SN Fitness and athletic contests, modeled on the Olympic Games, for mentally retarded children and adults

SPEECH SYNTHESIZERS Jan. 1988
SN Devices that simulate the human voice
UF Text to Speech Synthesizers
Voice Synthesizers

SPINA BIFIDA Aug. 1989
SN Congenital defect in which part of the vertebral column is absent—may be accompanied by hernial protrusion of the spinal cord or its membranes and associated paralysis, hydrocephalus, or other neurological problems
UF Meningocele
Myelocoele
Myelomeningocele

SPORTS MEDICINE Aug. 1988
SN Branch of medicine concerned with the effects of sports and exercise on health and fitness and with the prevention and treatment of athletic injuries
UF Sport Medicine

SPREADSHEETS Aug. 1989
SN Software or paper worksheets for arranging numbers and other variables in columns and rows—microcomputer software packages (for accounting, financial planning, etc.) offer automatic recalculation whenever a value is changed
UF Electronic Spreadsheets

Stimulus Characteristics
USE STIMULI

STUDENT JOURNALS Aug. 1988
SN Logs or notebooks in which students regularly record their experiences, ideas, or reflections, often for later revision, and usually not for formal grading by a teacher
UF Student Logs
Student Notebooks (Diaries)

SUBSTANCE ABUSE Jun. 1988
SN Excessive or otherwise inappropriate ingestion of alcohol, C_{12} , tobacco, or other chemical or organic substances, often impairing physiological and/or psychological functions

SUPPLY AND DEMAND Dec. 1989

SN Relationship between quantities of goods and services offered in the marketplace and quantities that consumers are prepared to buy—also, the impact of that relationship on market availability and price

SUZUKI METHOD Aug. 1989

SN Method developed by Japanese music educator, Shinichi Suzuki, for teaching the violin and other musical instruments by ear—students usually begin as preschoolers

Symbolic Play
USE PRETEND PLAY

TACTILE STIMULI Jan. 1988

UF Tactual Stimuli

TEACHER EXPECTATIONS OF STUDENTS Aug. 1988

SN Teacher anticipation of student behavior or achievement based on preconceptions and such intervening cues as students' test scores, physical appearance, speech patterns, etc.—also, the effects of that anticipation

TELEPHONE SURVEYS Aug. 1989

SN (Note: use a minor Descriptor for examples of this kind of survey—use as a major Descriptor only as the subject of a document)

Television Role
USE MASS MEDIA ROLE
and TELEVISION

Television Use
USE MASS MEDIA USE
and TELEVISION VIEWING

TERMINAL ILLNESS Aug. 1989**TEST SCORE DECLINE** Aug. 1988

SN Decreasing scores of groups of test takers or a decrease in the average score of all examinees

UF Declining Scores

Text Editing
USE WORD PROCESSING

Text Editors
USE COMPUTER SOFTWARE
and WORD PROCESSING

TEXT STRUCTURE Aug. 1988

SN Arrangement and connectivity of the ideas in a textual passage in terms of format, order, density, repetitiveness, elaborateness, etc., as related to comprehension and/or recall

TRANSRACIAL ADOPTION Aug. 1988

UF Interracial Adoption

VIDEO DISPLAY TERMINALS Jan. 1988

UF Cathode Ray Tube Terminals
Visual Display Units

VIDEO GAMES Dec. 1988

SN Games played by manipulating graphics on a television screen or other video display, usually by means of hand controllers (joysticks, buttons, etc.)—includes microchip-controlled video arcade games and hand-held toys (note: coordinate with "Computer Games" for cassette-type or similar games requiring access to a computer)

UF Videogames (Electronic)

VIETNAM VETERANS Dec. 1989

Winter Olympic Games
USE OLYMPIC GAMES
and WINTER SPORTS

WINTER SPORTS Aug. 1989

SN Sports played or competed on ice or snow

WORK ETHIC Dec. 1989

SN A set of values or beliefs concerning the place of work in one's life—traditionally, the view of work as a moral obligation

UF Protestant Ethic
Puritan Ethic

WRITING ACROSS THE CURRICULUM Dec. 1987

SN Educational movement or strategy that advocates the incorporation of writing into all classes and disciplines, to help students improve their writing and use writing as a learning tool

YOUNG OLD ADULTS Aug. 1989

SN Approximately 65–75 years of age



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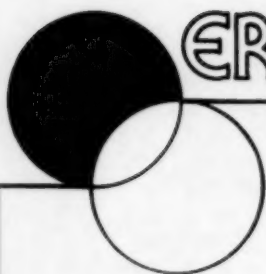
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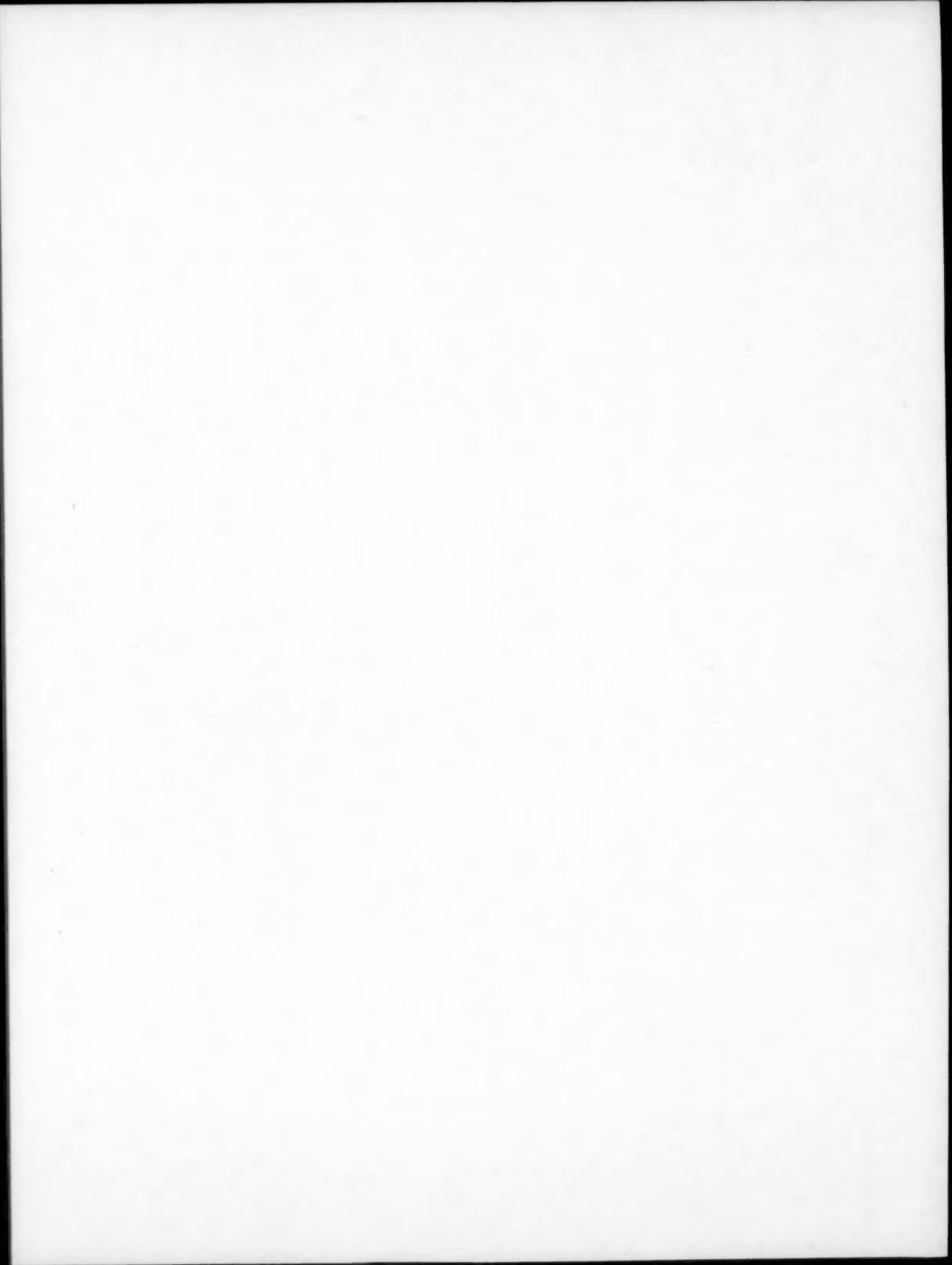
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